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FLORIDA TEACHERS FROM ELEMENTARY SCHOOLS THROUGH UNIVERSITIES COOPERATED ON THIS GUIDE TO DEVELOP PROFICIENCY IN FOREIGN LANGUAGE COMMUNICATION SKILLS. THE GUIDE DESCRIBES FOUR LEARNING LEVELS FOR ELEMENTARY AND HIGH SCHOOLS TO BE COMPLETED IN A SINGLE FOREIGN LANGUAGE, WITH TWO POSSIBLE ADDITIONAL LEVELS. THE FOCUS IS ON THE DEVELOPMENT OF A SEQUENTIAL FOREIGN LANGUAGE PROGRAM, TEACHER PREPARATION AND PROFESSIONAL GROWTH, TEACHING TECHNQUES AT EACH LEVEL, AND TEST PREPARATION AND THE USE OF SCORING SCALES. MODERN INSTRUCTIONAL EQUIPMENT AND MATERIALS ARE RECOMMENDED WITH THE EXCEPTION, AS YET, OF TEACHING MACHINES. WIDENING FOREIGN LANGUAGE STUDY TO INCLUDE SELDOM TAUGHT CONTEMPORARY LANGUAGES, LATIN, ENGLISH AS A SECOND LANGUAGE, AND SPANISH FOR SPANISH-SPEAKING STUDENTS IS ALSO ADVOCATED. A BIBLIOGRAPHY IS INCLUDED. (GJ)

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STATE DEPARTMENT OF EDUCATION
Tallahassee · Florida

FLOYD T. CHRISTIAN · Superintendent

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FLOYD T. CHRISTIAN, Superintendent

Foreword

TODAY'S WORLD DEMANDS a high degree of communication among its citizens, and our nation must take giant strides in learning about other peoples, in order to maintain and strengthen our position of leadership.

A basic tool in this learning process is knowledge of languages, a fact which became apparent in the United States during World War II. Since those years, Americans, in increasing numbers, have found a daily need for the ability to communicate in a language other than their own.

Florida teachers, alert to this need, have succeeded in establishing enlarged and improved offerings in foreign language teaching, at both elementary and secondary levels of instruction. They have taken advantage of training offered in summer institutes and through in-service training programs and, as noted by the increasing number of language trained high school graduates, have succeeded in raising the quality of foreign language instruction.

This guide offers some practical suggestions that should be helpful to teachers, supervisors and principals. It offers background information and it looks into possible future plans and conditions, as they relate to foreign language teaching in the public schools.

It is hoped that this guide will provide fresh material and new ideas for Florida teachers, as they continue to strive for even higher standards of excellence in the education of our nation's future citizens.

Floyd T. Christian

FLOYD T. CHRISTIAN
Superintendent of Public Instruction

Acknowledgments

THE PLANNING, WRITING AND PRODUCTION of any curriculum guide is an undertaking which requires the devoted thinking and the long time concern and attention of many who are interested in the education of Florida's children.

The creation of a guide in a subject area such as Foreign Languages also requires constant checking and revisions in planning and writing, to keep pace with changing trends in instruction and in materials.

Florida has been fortunate in having a committee, appointed for this task, whose members have been equal to the need and who have contributed generously of their time and their knowledge to produce this new guide.

Members of the committee are: Mrs. Elizabeth F. Boone, Supervisor of Foreign Languages, Dade County Public Schools; Mrs. Dorothy Clemmons, Washington County High School, Chipley; Miss Lucille Cotten, Supervisor of Instructional Materials, Escambia County Public Schools; Dr. Herman G. James, Jr., Department of Modern Languages, Florida State University; Mrs. Mary E. Lombardy, Fort Walton Elementary School, Fort Walton Beach; Mrs. Virginia Peters, Hollywood; Mr. Edgar E. Sutley, Mount Dora High School, Mount Dora; Dr. Irving R. Wershow, College of Arts and Sciences, University of Florida; Mrs. Adair B. Wiess, DeFuniak Springs.

Appreciation is also extended to those foreign language teachers in Florida schools who reacted to the drafts of this guide and made valuable suggestions for revision.

Working closely with the committee throughout the production of this guide have been Mr. O. E. Perez, Consultant, Foreign Languages, State Department of Education, and Mrs. Ruth Chapman, Editorial Assistant in the Division of Instructional Services. Special recognition for professional support and leadership is

given to Dr. Joseph W. Crenshaw, Director, Division of Instructional Services.

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CHAPTER 1

Introduction

TWO NOTEWORTHY CHANGES in foreign language instruction in the public schools have taken place in the last decade. More emphasis is being placed on the study of all modern foreign languages and the primary goals of instruction are the ability to understand the spoken foreign language and the ability to speak that language with reasonably correct fluency.

Public awareness of the necessity for verbal communication was stimulated during World War II by the success of such programs as the Army Foreign Language School of Monterey, California and the Foreign Service Institute in Washington, D. C.

Following the organization of modern foreign language teachers in 1952, a six year study was made by MLA, supported by the Rockefeller Foundation. This was followed by passage of the National Defense Education Act in 1958 and this provided for the training of new teachers and additional training for those already teaching. Through NDEA summer institutes, teachers learned new approaches, gained greater confidence and utilized many new teaching materials.

Provisions of NDEA ensure that the positive effects on education will surpass immediate defense objectives and permanently strengthen and enrich our educational and cultural heritage. (See Bibliography for historical details.)

Title I	Sets forth congressional findings and policy declarations.
Title II	Provides for loans to students excelling in foreign language institutions of higher learning.
Title III	Provides financial assistance for strengthening science, mathematics and modern language instruction.

Title IV	Provides for national defense graduate fellowships.
Title V	Provides for programs in guidance, counseling, and testing.
Title VI	Provides advanced training in modern foreign language and in related fields for individuals available for service; provides for research and studies in developing special materials used in teaching these languages and in discovering more effective methods of teaching such languages. This program has supported the many summer foreign language institutes.
Title VII	Provides for research and experimentation in more effective utilization of television, radio, motion pictures, and related media for educational purposes.
Title VIII	Provides for area vocational education programs.

Philosophy

Science tells us that every living thing communicates. Man has many ways to communicate, the most common undoubtedly being speech. It is within this area that modern foreign language instruction is most concerned. Research tells us that every human being has mastered the basic structure of his native language by the time he is five years old. What he continues to do the rest of his life is elaborate on and embellish this structure. Language learning goes on as long as the person lives. Obviously, formal education can only attempt to observe the system under which an individual effortlessly and normally learns his first speech and then provide a similar situation for the learning of a second language. The student needs an opportunity to hear and then speak the foreign language as much as possible. The skills to be emphasized follow in this order: LISTENING, UNDERSTANDING, SPEAKING, READING, WRITING. Our objectives are these:

1. To understand the language as it is spoken by native speakers both publicly and privately
2. To speak the language with facility, fluency, and accuracy

3. To read with direct comprehension and without reference to conscious translation
4. To write the language correctly
5. To appreciate the culture of the people who hear, speak, read, and write the language in their native country.[1]

Secondary modern foreign language teachers, aware of the increasing public demand for foreign language mastery, realizing the existing classroom situations, and accepting the challenge to reach the above instructional goals, should plan their courses so that language study, both in and out of class, should approximate the following:

Level I	Listening	50%	Level II	Listening	40%
	Speaking	30%		Speaking	30%
	Reading	15%		Reading	20%
	Writing	5%		Writing	10%
Level III	Listening	30%	Level IV	Listening	20%
	Speaking	40%		Speaking	30%
	Reading	20%		Reading	30%
	Writing	10%		Writing	20%

Basic Precepts

1. No student will be refused the first year of a foreign language because of any grade in any other subject.
2. Nothing less than a four-year sequence in the same language is recommended.
3. After a long-range study in one foreign language is securely in process a second foreign language can be studied. A long sequence in one language is preferable to two short sequences.
4. It is not expected that any attempt at complete grammatical presentation will be given in less than a four-year sequence.
5. English usage in the foreign language classroom should be limited by the teacher to semantic clarification. (Brooks, p. 141)

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[1] *Spanish for Listening, Speaking, Reading, Writing: Grades 7-12.* Bulletin of the California State Department of Education. Vol. XXX, No. 4, Sacramento, California. 1961.

6. The audio-lingual approach to foreign language learning implies and demands that an initial period of time during the first year be devoted exclusively to listening-speaking practice. No textbooks should be used until the basic sounds of the foreign language have been mastered by the majority of the class, until the students have disciplined themselves to learn by critical listening, and until the students can perform well within the framework of what has been taught in the foreign language.

7. The fact that a student has been passed from one level to another does not necessarily mean that he has mastered the entire body of material for that level; therefore, it is essential that the teacher establish the level of competency of each student in the class before moving forward.

8. If a sufficient number of FLES-trained students do reach Grade 7, competencies equal to Level I instruction, then they should for the best interest of the child be placed in a class separate from those students who have had *no* such elementary training and should be taught materials appropriate to their level of ability.

9. Consistency and frequency of study are keys to a successful program. Therefore, in those schools where a foreign language is begun in Grade 7, daily class sessions of at least 20 minutes throughout the year are preferable to any other arrangement.

Who?

In ideal elementary school programs, a second language should be a common experience for all children. Anyone with normal physical and mental faculties can learn another language. If this language program is to be profitable for each child, it will necessarily be taught by a teacher trained in language and language teaching and be a part of a sequential program moving from any given grade through the secondary school. It is suggested by the MLA that at the end of Grade 6 of such a program, informed guidance should be provided by the foreign language teacher in selecting the pupils for whom further study will be profitable.

In secondary school programs in which the students have not had elementary training, the only prerequisites should be average ability and the will to learn. It is true that at the secondary level there has been a tendency to consider language as a subject to be offered only to the college preparatory group; however, the NASSP recommended in 1959 that all pupils in the secondary schools should have the opportunity to elect foreign language study and to continue it as long as their interests and abilities permit.

Interest in the study of a foreign language has been stimulated by the present status of world affairs. Thus, since foreign languages are already in the limelight of American education, it is the task of foreign language educators to define objectives and to provide the kind of language teaching which is best suited for carrying out these objectives.

Proficiency in communication in a foreign language is an asset and should be considered for its value to the individual as well as to the nation. The knowledge of a foreign language is not primarily a defense measure; it is a means of communication, an open door to literature and a key to understanding of other cultures.

When a student chooses to study a foreign language, he hopes to acquire skills in conversing with native speakers, to be able to read newspapers and stories, and to be able to write personal letters. His skill in foreign language will also afford him pleasure in traveling abroad and will be of practical use in business and vocational pursuits. A recently published study by the U.S. Department of Health, Education, and Welfare describes many foreign language job opportunities. Generalizations as to which language will be of most value are to be avoided simply because world events have opened new horizons for any student anywhere.[2]

Exploratory or Short Term Programs

Short term programs (6-9-12-18 weeks) in which a few phrases, songs, games, and dialogs are taught do not constitute

[2] *A Handbook for Guiding Students in Modern Foreign Languages.* U.S. Department of Health, Education and Welfare, U.S. Government Printing Office, Washington, D.C., 1963.

adequate foreign language programs. It takes a skillful and well-trained teacher to present only a few weeks of language study so that the student will maintain his original interest or develop an interest and skill in foreign language. In the light of the scarcity of such well-trained personnel, this teacher should be using his skill in teaching a regular language course.

Exploratory courses on the junior high level have seldom proved to be of value. Especially since we now wish to provide a continuous sequence of study in the same foreign language for those students who have had elementary language training, it would be preferable to discontinue these exploratory courses in favor of serious language study. In those systems where FLES is not offered, it is even more vital that the junior high school offer sequential, year-long programs. Such a program is necessary to provide students with an effective introduction to the language and culture of another ethnic group as well as to motivate them to give fair consideration to foreign language in planning their future studies.

Trends

Foreign language instruction in the elementary grades and in junior high has increased in demand, with the changing attitudes toward the role of language in the total school programs, and this has brought a change in sequential patterns.

This change has necessitated the creation of materials emphasizing the multiple skills for younger students and of new materials for advanced classes in grades ten through twelve.

Perhaps even more important, in the total foreign language curriculum picture, is the need for updating and vitalizing the teacher training program in colleges and universities. Also needed is a re-evaluation of testing in the light of new objectives in foreign language teaching. At present, the MLA Cooperative Foreign Language Tests are the best available.

Objectives

Levels (for explanation of levels, see Chapter on Content)

Any discussion as to level content perforce will be a rewording

of Nelson Brooks' superior presentation in his *Language and Language Learning*. Therefore, any committee planning the development of a detailed course should refer to that nationally recognized publication.

It must be clearly understood that LEVEL does not necessarily mean material learned for one school year. Nor does it necessarily mean that any one level as outlined in a text can be accomplished in a school year. For that reason, many students are in their second year of study but using materials marked Level I. Grouping (according to ability to learn) and fluid schedules will alleviate some of the misunderstanding brought about by situations such as those described above.

Level I

1. Beginning phonology
2. Basic syntax patterns of the spoken language
3. Use of morphology
4. A modest vocabulary

At the conclusion of this level the student can read and write the same material he has mastered audio-lingually. A professionally prepared test on competencies will be given at the close of the course, and those students who do NOT measure up to average, who lack initiative and drive, may be advised to discontinue the foreign language study.

Level II

1. There will be continued emphasis on and reinforcement of structural patterns already known along with the introduction of new patterns. There will be no attempt for complete study.
2. There will be determined encouragement of original extemporaneous speaking within the bounds of the material learned.
3. Reading will be correlated with skills already mastered and will be in subject areas of interest to teenagers. Included will be works referring to the contemporary scene in the foreign country.

4. Writing is still of the least importance and will be based entirely on what is spoken and read.

COMPLETION OF THE BASIC COURSE

Level III

1. Emphasis will remain on understanding, speaking, reading.
2. Individual speaking will be longer and more frequent.
3. Individual speaking will be emphasized.
4. Work will continue on pattern variations and syntactical patterns not yet studied.
5. Reading will be for outside class activities followed by class discussion and drill of structures found in the reading. Some of the reading will be passages of literary prose suitable to the student's age.
6. Writing must be according to specific directions and under close supervision of the teacher.

Level IV

1. Emphasis will still be on understanding, speaking, reading.
2. Free speech will continue to receive emphasis.
3. The presentation of the structure of the language will be completed.
4. Readings will be of literary value, suitable to the student's age.
5. Writing will continue to be under close supervision of the teacher.

COMPLETION OF THE REGULAR COURSE

Level V

This is a goal toward which the foreign language program can strive. The quality of work could well be similar to that now done in college courses.

Level VI Each level will be progressively richer in content and more challenging in the development of each skill of the foreign language. Great care must be exercised by the school to make each level meaningful, worthwhile, and coordinate with institutions of higher learning. There is no question but what the latter will have to increase their offerings in depth and width to satisfy these students. Levels V and VI can be the Advanced Placement Program.

COMPLETION OF THE ADVANCED COURSE

(Detailed description of levels will be found in Chapter on Content.)

CHAPTER 2

Sequential Program

Basic Concepts

1. The objective of present day modern foreign language teaching is the achievement of functional mastery of the language by the student. Language programs must, therefore, stress long continuous integrated sequences in each foreign language.
2. In view of this goal the most acceptable approach to language teaching is the audio-lingual. (See definition in glossary.)
3. To achieve this goal the following language skills must be mastered in the order presented: the ability to listen and understand, the ability to speak, the ability to read and the ability to write.
4. Since language skills do not exist in isolation, all skills must be mastered and coordinated into a unified whole—the foreign language. The beginning student listens and imitates, associates meaning to sounds. He speaks. After he achieves these skills, the ability to read and write may be introduced.
5. Students who choose to study a second foreign language should be encouraged to complete levels I and II in the first language before beginning the second.

Student Assignment

1. Assignment of foreign language students is the joint responsibility of the Language Department in cooperation with the curriculum administrator.
2. Assignments should be made on the basis of interest of student, classroom space available and other student personal information. Single item evaluations, including proficiency in the English language, are unreliable.

Elementary Sequence

The FLES sequence has as its primary function the development of positive attitudes toward foreign languages and the people who speak them, through a program in which all children can participate. The aims of the elementary program are: (1) development of good listening habits and the reproduction of sounds in connected, meaningful speech, at the age when the student is best able to imitate and mimic them; (2) early beginnings of a sequential program; (3) continuity of program into the seventh grade.

A. Primary sequence (before grade 4)

1. Suggested periods
   a. 5 to 10 minutes daily and whenever suitable for reinforcement.
   b. Additional time may be alloted, where possible.
2. Suggested subject matter*
   a. Phrases of greeting and courtesy
   b. Names and titles
   c. Family relationships
   d. Action games and songs
   e. Classroom situations
   f. Numbers, colors, songs, and simple stories

B. Intermediate sequence (after grade 4)

1. Periods should be 10 to 15 minutes daily and whenever suitable for reinforcement. Additional time may be allotted, where possible.
2. If there has been no previous sequence, start with primary sequence subject matter.
3. Implementation of subject matter:
   a. Longer drills on structure and pronunciation drills.
   b. Situational dialogs which can be actively performed.

* See Bibliography for sequential FLES programs.

c. Questions and answers based on dialogs.

d. Use of dialogs in narrative situations.

e. Reading and writing of materials completely mastered orally.

Secondary Sequence

(For explanation of level, see Chapter on Content) Each level in the secondary sequence is that body of subject matter which has been determined by county curriculum personnel as the minimum which can be accomplished in a daily schedule of at least 45 minute periods.

Program Administration

1. Elementary

   The success of any sequential program depends on coordination of materials and personnel. This is the basic duty of the coordinator or supervisor. It is suggested that each county appoint a foreign language teacher as coordinator of the elementary sequence.

   A. Duties of elementary coordinator

      1. Plan the FLES-TV program in cooperation with technical personnel, studio teacher and classroom teacher.
      2. Implement the TV program to coincide with classroom instruction.
      3. Plan and prepare a long, sequenti .l program to coincide with adopted secondary program of county.
      4. Coordinate ETV and all audio-visual aids for the program.
      5. Supervise and evaluate program.
      6. Organize a teacher training program.
      7. Keep informed on foreign language instruction research.

   B. Implementation of program

      The elementary program may be successfully taught by the elementary grade teacher with basic language train-

ing or by a visiting language specialist or by a combination of both. Where the elementary teacher is the language teacher, electromechanical aids are of extreme importance. Television and recordings must necessarily correlate with classroom instruction. (See section on Television.) The instruction becomes a teacher-pupil learning situation.

2. Secondary

In the larger counties it is suggested that a separate coordinator be appointed for the secondary language program. In the smaller counties, one coordinator may be in charge of both elementary and secondary sequences.

A. Duties of coordinator

1. Supervise all language instruction
2. Coordinate purchase and distribution of all instructional materials
3. Organize an effective teacher-training program
4. Evaluate results of program.

SUGGESTED SEQUENCES OF STUDY

PROGRAM	Elementary	7	8	9	10	11	12	13	Grade 14
A	FLES or Basic	Level I		II	III	IV	V	College	Level
B	Basic		Level I	II	III	IV	V	College	Level
C		Basic		Level I	II	III	IV	V	VI
D				Level I	II	III	IV	V	VI
E					I	II	III	IV	V
F						I	II	III	IV
G							I	II	III
H								I	II

In school systems which offer a sequential FLES-secondary program, there should be two stream or track offerings beginning in the seventh grade: One for the students who had a FLES experience and another for those who did not.

Programs A and B, A and C, B and C, or B and D, etc. might well be the two tracks or programs. The amount of time available through scheduling would, of course, determine the quantity of material taught and the degree to which it would be learned. Programs B and C could be a short period daily, beginning a sequential program. The student then could proceed with a full academic program in grade 9. Programs D through H will obviously be more demanding of the student and requiring more acquisition of skills and knowledge in less school allotted time, that is, fewer school years.

The school's program should provide for more out-of-class drill sessions and laboratory periods or recognize that generally the student who begins language study late cannot be expected to perform with the same degree of proficiency as the student who has had a long sequential exposure to language. A program of at least four full years is recommended. If the student is fortunate enough to get more, he will certainly be more ably instructed. If he gets less, he will obviously get only a percentage of a total program.

The school system that can offer only three years' worth of good instruction does more for its students than the system which boasts of a longer range, but upon close inspection will be found to have a poor time sequence and/or inadequately prepared teachers.

Size of Language Classes

It is recommended that the audio-lingual multiple skills approach be used in teaching languages. Experience has proved that such an approach, to be most effective, should be taught in small groups of from 10 to 15 students. Such grouping allows for individual attention. It is realized that this may not always be possible. However, no language class should have more than twenty-five (25) students. A class of twenty-five may be divided

into several small groups, within the classroom, for essential oral practice and individual aid.

Schools should have language laboratories so that valuable class, group or individual work may be carried on in the laboratory, fortifying the classroom instruction.

A third and fourth year study of a language should be encouraged. This may mean beginning with a small number in order to build up the class gradually. In some cases the third and fourth year may be taught in the same class until the number of each is increased. Or, a second and third year combination may be taught in the same class. The office record of a student studying in a combination class should indicate his study in such a class. This will enable the college he attends to determine his placement.

CHAPTER 3

Administrator's Responsibilities

IT IS THE RESPONSIBILITY of those in positions of leadership in the secondary schools to recommend adaptations of the curriculum which seem necessary in the light of current international developments and the cosmopolitan character of present-day living. These adaptations will encompass a variety of subjects, one of the most crucial of which is modern foreign language instruction. It behooves the alert administrator to be aware of the new developments in this area of learning and to take constructive action in view of these changes.

The following is a statement of objectives taken from the NASSP Bulletin of September 1959:[1]

> The kind of modern language study advocated in our recommendations differs in objectives and methods from that which has been traditional in many schools. It aims to give the student direct experience with language as a means of communication. Its outcomes are the ability to understand the standard spoken language on subjects within the student's experience, to speak within these same limits, to read without translation and to write what can be spoken. In method, it uses the aural-oral approach with training of the ear as the first step and with grammar learned through mastery of speech patterns.

Recommendations for implementing these "new key" objectives include the expansion of all two year programs in foreign languages to three or four year sequences. It is considered better to concentrate on a longer sequence in one language than to have a shorter sequence in two languages. Administrators should encourage students who are proficient in one language to elect the study of a second in conjunction with the first whenever possible. In addition, the principal or supervisor should adjust the school schedule to include additional modern foreign language offerings as the need and opportunity arises.

Constant vigilance of the modern language classroom, the inclusion of an electronics laboratory, the insistence on properly

[1] NASSP Bulletin, September 1959, p. 4.

trained teachers, the creation and supervision of suitable in-service work, will reward the administrator with a language program designed to meet the changing needs of Twentieth Century living. (See Chapter III, part II, p. 1, "Responsibility for Planning an In-service Program.")

The effective foreign language teacher must combine several skills: those of the teacher, native informant, and language analyst. Yet, all too often, the teacher has had no formal instruction in the science of language beyond his own elementary language courses. Professional responsibility obliges us to attempt to remedy this situation by investigating the insights of linguistics into the science of language and the behavior of language learners.

Fortunately, for the future of language teaching, the interested and dedicated language teacher has many opportunities to acquire an adequate knowledge for the teaching of foreign language, through NDEA institutes, in-service summer courses and workshops.

Suggested Guidelines for Visitation of Classes

Specific Observations

1. During oral drill NOTHING should be on student desks.
2. All students participate orally and appear to be listening and trying. Participation should vary from class to group to individual, etc.
3. The teacher gives directions in the language.
4. The teacher moves around the room, NOT neglecting any section.
5. The tape recorder/lab is used systematically for twenty minutes or less.
6. If headsets are available, the students use them with a minimum of confusion and an average of intelligence.
   a. Responses are made in a low voice.
   b. Students sit precisely at their positions.
   c. Teacher plans so that he/she gives some attention to these students.
7. If a student operates the equipment, he should be involved in class procedure and not be asked to miss every class.
8. The tempo of class activity is steady and obviously well-planned. This condition can be obtained by use of cue cards.
9. A good class is serious, happy, NOT boring and NOT a big game.
10. Songs and games are introduced OCCASIONALLY. When taught, the procedure should be audio-lingual.
11. After the first six weeks in Level I, reading and writing should be consistently presented.
12. Class starts promptly.

13. No lists for memorization are given.
14. Responses are NOT just one word.
15. In Levels II, III, IV the target language should be in oral use. Silent study and reading are reserved for out-of-class activity.
16. Some techniques should be employed whereby it is obvious that the students understand what is being taught.

General Observations

1. Plans on cue cards should be very specific. If the school requires that plans also be in a book, they will of necessity be more general.
2. The substitute plans should be general—a simple review.
3. Extra curricular activities are important and have a place, but such activities can become so demanding that classroom teaching will suffer. Any activity that demands excessive time of teacher and students ceases to be of value.

A Word Relative to Latin Classes

The preceding observations are primarily for modern languages; but every single item, even those regarding tapes, laboratory, and drill can be involved to some extent in a Latin class. Some of the techniques employed to insure better learning can certainly be employed.

1. Latin need not be "dead" in presentation.
2. Question-Answer, narration, and oral drill can bring a class to life.
3. Grammatical form can well be taught by repetitious drill.

CHAPTER 4

Teacher Preparation

TRADITIONALLY, requirements for certification of teachers have been expressed in minimum semester hours of college credits. In this regard, Florida's existing regulations appear to conform closely with median tendencies of the nation as a whole. Florida's certification requirements in foreign languages may be summarized as twenty-four credit hours in the subject area for a first language (or eighteen for a second) and twenty-four credit hours in professional education as inclusions in a bachelor's degree.

Several states have set their standards for certification based on results of the *Skills Section* of the *MLA Language Ability Tests*. Requirements for foreign language teaching in the elementary schools are particularly in need of clarification, especially where no language requirements exist for the degree of Bachelor of Science in Elementary Education, which is the source for the preparation of elementary teachers. It is of extreme importance that secondary teachers of foreign languages be certified by Language Ability and those in elementary on the basis of a minimum of 12 semester hours of language communication, grammar and knowledge of the particular language interest and culture.

Standards For Teacher-Education Programs**

Prepared by a conference convened by the Modern Language Association in December 1963, this statement is addressed to state departments responsible for the certification of teachers and to institutions that prepare elementary and secondary-school teachers of modern foreign languages. Its purposes are to identify and clarify acceptable standards of preparation.

1. Only selected students should be admitted to a teacher-preparation program, and those selected should have qualities of intellect, character, and personality that will make them effective teachers.
2. The training of the future teacher* must make him a well-edu-

** Reprinted from *Publications of the Modern Language Association of America*. September, Part II, 1964.

* These specifications apply to the specialist in modern foreign languages at all levels. In the elementary schools there is a clear need for specialists as well as for the classroom teachers who do the follow-up work on the specialist teacher's lesson.

cated person with a sound knowledge of United States culture, the foreign culture and literature, and the differences between the two cultures. It must also enable him to:

a. Understand the foreign language spoken at normal tempo.
b. Speak the language intelligibly and with an adequate command of vocabulary and syntax.
c. Read the language with immediate comprehension and without translation.
d. Write the language with clarity and reasonable correctness.
e. Understand the nature of language and of language learning.
f. Understand the learner and the psychology of learning.
g. Understand the evolving objectives of education in the United States, and the place of foreign-language learning in this context.

3. In addition to possessing the requisite knowledge and skills, the language teacher must be able to:
   a. Develop in his students a progressive control of the four skills (listening, speaking, reading, writing).
   b. Present the language as an essential element of the foreign culture and show how this culture differs from that of the United States.
   c. Present the foreign literature effectively as a vehicle for great ideas.
   d. Make judicious selection and use of methods, techniques, aids, and equipment for language teaching.
   e. Correlate his teaching with that of other subjects.
   f. Evaluate the progress and diagnose the deficiencies of student performance.

4. An approvable program to prepare such a teacher must include:
   a. Intelligent evaluation and utilization of his pre-college language training through course placement according to results of proficiency tests.
   b. An offering of language and literature courses advanced enough to enable him to teach the gifted student.
   c. Courses and directed reading that give him a first-hand acquaintance with major works of literature, to be tested by a comprehensive examination.
   d. Use of the foreign language as the language of instruction in all language and literature courses.
   e. Extensive and regular exposure to several varieties of native speech through teachers, lecturers, discs, tapes.
   f. Instruction in the foreign geography, history, and contemporary culture.
   g. Instruction in stylistics, phonetics, and linguistics.
   h. Instruction in the psychology of language learning and the philosophy of education.
   i. Instruction and practice in the use of the language laboratory, and audio-visual aids.
   j. Systematic observation of the foreign language being expertly taught, followed by the experience of teaching under expert direction.

k. Evaluation of the teacher candidate through 1) proficiency and other appropriate tests, 2) appraisal of his teaching skill by experts.

5. An approvable program should *also* make provision for:
   a. Native speakers as teachers or aides.
   b. Study abroad for at least one summer.
   c. Organized extra-curricular foreign-language activities.
   d. Training in evaluating and diagnosing pupil progress.
6. The institution must be able to demonstrate that its modern-foreign-language staff is of sufficient size and competence to give the desired instruction. There should be at least two well-qualified teachers of each language and at least one teacher of each language should hold the Ph.D.
7. A candidate's readiness to teach (as attested by his foreign-language department, the education department, the academic dean, and the principal of the school in which he does his apprentice teaching) must be certified not only by the departments directly concerned but in the name of the whole institution.
8. Teacher-preparing institutions should regularly evaluate the effectiveness of their programs by arranging for visits to their graduates on the job and by inviting evaluations from administrators of the schools in which their graduates teach. It is the responsibility of institutions that prepare teachers of foreign languages—together with the state departments of education that certify them—to scrutinize constantly the effect of their programs upon foreign-language learning in the schools that employ their graduates.

Teacher qualifications as recommended by the Modern Language Association are explained as follows:

1. *Listening Comprehension*

   Superior: Ability to follow closely and with ease all types of standard speech, such as rapid or group conversation and mechanically transmitted speech.

   Good: Ability to understand conversation of normal tempo, lectures, and news broadcasts.

   Minimal: Ability to get the sense of what an educated native says when he is making a special effort to be understood and when he is speaking on a general and familiar subject.

2. *Speaking*

   Superior: Ability to speak fluently, approximating native speech in vocabulary, intonation, and pronunciation. Ability to exchange ideas and to be at ease in social situations.

Good: Ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in conversation at normal speech with reasonably good pronunciation.

Minimal: Ability to read aloud and to talk on prepared topics (e.g., for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation understandable to a native.

3. *Reading*

Superior: Ability to read almost as easily as in English, material of considerable difficulty.

Good: Ability to read with immediate comprehension prose and verse of average difficulty and mature content.

Minimal: Ability to grasp directly (*i.e.*, without translating) the meaning of simple, non-technical prose, except for an occasional word.

4. *Writing*

Superior: Ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language.

Good: Ability to write a simple "free composition" such as a letter, with clarity and correctness in vocabulary, idiom and syntax.

Minimal: Ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations and to write a simple description or message without glaring errors.

5. *Applied Linguistics*

Superior: The "good" level of competency with additional knowledge of descriptive, comparative, and historical linguistics.

Good: The "minimal" level of competency with additional knowledge of the development and present characteristics of the language.

Minimal: Ability to apply to language teaching an understanding of the differences in the sound system, forms, and structures of the foreign language and English.

6. *Culture*

Superior: An enlightened understanding of the foreign people and their culture, such as is achieved through personal contact, through travel and residence abroad, through study of systematic descriptions of the foreign culture, and through study of literature and the arts.

Good: The "minimal" level of competency with first-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people.

Minimal: An awareness of language as an essential element of culture and an understanding of the principal ways in which the foreign culture differs from our own.

7. *Professional Preparation*

Superior: A mastery of recognized teaching methods, evidence of breadth and depth of professional outlook, and the ability to experiment with and evaluate new methods and techniques.

Good: "Minimal" level of competency plus knowledge of the use of specialized techniques, such as audio-visual aids, and of the relation of language teaching to other areas of the curriculum. Ability to evaluate the professional literature of foreign language teaching.

Minimal: Knowledge of the present-day objectives of the teaching of foreign languages as communication and an understanding of the methods and techniques for attaining these objectives.

Under the National Defense Education Act of 1958, Title VI, Language Development Program, the MLA Foreign Language

Proficiency Tests were developed to measure the skills set forth in the Statement of Qualifications. These tests were prepared as a cooperative project of the MLA, the Education Testing Service and the U. S. Office of Education.

In each of five modern languages—French, German, Italian, Russian, and Spanish—tests of listening, speaking, reading, and writing abilities have been developed, as well as tests of knowledge of applied linguistics and of the civilization and culture of the people whose language is being studied. A professional preparation test has also been prepared. This test, common to all language fields, is designed to ascertain what the foreign language teacher knows about the teaching process. Two forms of each of the above tests have been constructed. An effort has been made to assure that the alternate forms of a particular test are comparable in difficulty and in content coverage.

Emphasis on testing for language ability does not minimize the fundamental academic and proper teaching of grammar.

Previous experience shows the inadequacy of simply accumulating number-courses in foreign language preparation.

This evidently has not equipped our modern teachers, and in many instances, there has not been leadership in teacher training institutions toward stressing language speaking ability.

This one basic aspect brings us to the present realization and agreement among experts[1] that saying things comes before seeing and that the ability to read and the kinetic capability of writing complement the respective sequence in the learning process of the learning cycle.

The teacher trained to teach in our modern language world must realize that listening, understanding, reading, and finally writing are by their very nature similar to the same experiences in the mother tongue: that one will understand and say much more than one will ever read or write. This aspect of relative and successive acquisition of basic skills is known to us as "The Audio-Lingual/Multiple Skills" process.

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[1] Nelson Brooks. "The Change from Traditional to Modern in Language Teaching," pp. 46-52, *Curricular Change in the Foreign Language*. College Entrance Examination Board, Princeton, New Jersey, Box 592. 1963.

In comparison with previous ways of teaching, we now rely more on analogy than on analysis.

The learner becomes familiar with structure—simple, everyday useful patterns in an organized plan. These expressions, when they are mastered, are extracted and used, in appropriate situations, in order that, through usage, the meaning can expand. As the interaction takes place, the student will be able to perceive how the new language works.

Experiences gained through changes in patterns and dialogs should be enriched with the language's intonation, phonetics, mimicry, and culture of the people whose language is being studied.

As adequate teacher-preparation takes place and proper guidance is exerted through the department in charge, certification will be based on language ability rather than on accumulation of class hours. The MLA should be commended for leadership in clarifying the desirable qualifications of, and means of preparing, teachers of modern foreign languages.

Application of the principles specified below is central to effective preparation of future teachers in all subject-matter fields. Methods of certifying teachers should hereafter guarantee adequate preparation by including evidence of proficiency based on performance as well as upon credit hours. Certification of candidates by the State should therefore be based on the following principles.

1. All institutions professing to prepare teachers of modern foreign languages for elementary and secondary schools should set up specific programs designed to give future teachers the desired qualifications in their teaching field as defined by the MLA in cooperation with other national or regional organizations of foreign language teachers.

2. Modern foreign language teachers in the elementary and secondary schools and in the colleges, together with the state department of education, should cooperate in setting up criteria for approving teacher education programs.

3. Certification of a modern foreign language teacher by the

state authority should be based upon satisfactory completion of such a program, together with specific recommendation of the candidate by the institution of higher learning.

4. This institution should be responsible for evaluating all the qualifications and the proficiency of the candidate, including liberal education, professional preparation, and total readiness to teach. Qualification acquired by private study or other personal experience should be accepted by the institution when substantiated by proper evaluation.

5. Standardized tests of proficiency should be developed as soon as possible to assist the institution and the employer in diagnosing a candidate's qualifications as a language teacher.[2]

Teacher preparation curriculum must make available to all prospective teachers the acceptable suggested subject matter requirements by levels rather than by grades. (See Chapter on Content)

This type of preparation involves objectives which are considered to be germane to this concept of teaching and rejects those that, perhaps for reasons of expediency, are commonly used.

Taking into consideration the trend in the teaching of modern foreign languages as stated in the preceding paragraphs, a more direct approach in teacher preparation is needed.

All the instructors at all levels shall be experts in all aspects of the language being taught. By expert, it is meant that at all times proper and acceptable language usage is at the level and command of a native or near native speaker.

If, as a profession, the foreign language field is to endure, there must be no excuse for not demanding expert teachers trained by the best prepared university faculty in order that from the very first internship experience, the teacher shall be able to do an effective job of instruction in functional language usage. Besides developing these abilities, teachers must also be trained ade-

[2] College Entrance Examination Board. *Curricular Change in the Foreign Languages*, 1963 COLLOQUIUM ON CURRICULAR CHANGE. The Board, Box 592, Princeton, New Jersey, 1963. p. 73.

quately in the use of modern electronic, visual, audio, and graphic media.

Professional Growth

In-service education is often thought of as something that involves college credit toward an advanced degree. In many instances this is true. However, there are many other ways in which a teacher can achieve the standards required of the profession, or, if he feels fully qualified for present needs, continue his professional growth. Emphasis will be given in this part of the chapter to an exploration of many varied educational activities that promote the professional competencies of language teachers.

Planning an In-Service Program

Any plan for strengthening the competencies of language teachers must be shared by teachers, administrators, institutions of higher learning, and state departments of education. Although the language teachers may take the initiative in planning and selecting the experiences through which they will improve their professional qualifications, the administrators have the responsibility for creating an environment which fosters their professional growth. They can help by (1) assuming leadership in planning a long-range program which will stimulate teachers to seek opportunities for further growth, (2) providing time for workshops, conferences, and committee work, (3) helping teachers obtain information relative to NDEA institutes and offerings of universities and colleges, (4) securing qualified consultants, (5) obtaining materials and equipment, (6) encouraging teachers to participate in the activities of professional organizations, and (7) exploring available community resources, such as, community colleges and offerings of Florida's Office for Continuing Education.

Activities Included

As teachers plan for their professional growth, the statement of competencies for language teachers, which is presented in Part I of this chapter, may be helpful. This statement describes the

qualifications of language teachers on three levels of achievement in the seven major areas of preparation. Although this statement was designed for the guidance of students during the period of preparation for teaching, it may well serve as a measure whereby teachers can assess their strengths and weaknesses and plan a program on the basis of deficiencies discovered. Since teachers tend to rate themselves lower than they really are, the use of test scores on the MLA Foreign Language Proficiency Tests are more realistic in diagnosing deficiencies.

In the following chart the seven areas of preparation are listed under competencies. To the right of each competency a number of activities are listed that can contribute to the development of competence in that area. Obviously, any given activity may contribute to a number of competencies. However, in the interest of conserving space each activity was listed only once.

COMPETENCIES	ACTIVITIES
Aural Understanding	Listening to records, tapes, radio, and television broadcasts in the language
	Traveling and studying in the country of the language
	Conversing with exchange teachers and/or students from the country of the language
Speaking	Seeking out and practicing conversation with people in the community who speak the language
	Listening to a recording of a native or near-native speaker and practicing speech
Reading	Reading books, newspapers, and magazines in the language. Repeating written material in conjunction with tapes
	Using programmed learning materials for self-instruction
Writing	Corresponding with people living in the country of the language
	Preparing magazine articles, book reviews, newspaper notices, and radio broadcasts in the language
Language Analysis	Attending summer programs at institutions of higher learning in this country or in the country of the language

Culture	Becoming informed of the history, geography, art, and general culture of the country of the language
	Reading regularly current events in the country of the language
	Viewing motion pictures in the language
	Studying the literature and the arts of the country of the language
	Achieving an understanding of the foreign people and their culture through personal contact, such as traveling and living abroad, and/or by joining bilingual organizations or groups in this country
Professional	Joining and participating in the activities of professional organizations. (A list of organizations which was prepared by the Foreign Language Department of NEA is presented at the end of the chapter.)
	Reading current books and journals dealing with the teaching of modern foreign languages
	Participating in workshops and NDEA Institutes designed to strengthen competencies in teaching techniques and in language skills
	Sharing experiences of teachers who have attended conferences, language institutes, or who have traveled recently in the country of the language by planning departmental meetings, area or county-wide meetings, radio and television broadcasts
	Participating in study groups organized for the purpose of developing skill in teaching techniques, such as preparation and use of tapes, use of language laboratory facilities, and the preparation and use of pattern drills
	Using the services of a qualified consultant who visits the school system periodically for the purpose of appraising the program and recommending ways for continued improvement
	Participating in the selection of state-adopted textbooks by evaluating books submitted for adoption
	Utilizing the skills of native speakers who live in the area in the preparation of tapes
	Working with a consultant in planning, selecting, and using a language laboratory
	Working with local, state, or national committees in the production of curriculum guides
	Observing the techniques and procedures used by skilled teachers.

Using the qualifications statement a teacher can determine the areas of preparation in which he needs improvement. He can then select the activities that are suitable for him. Many of the activities listed above have nothing to do with college credit work toward an advanced degree. Consequently, a teacher can, on his own initiative, and at the local level, pursue activities that will contribute to his professional growth.

Descriptive Examples

Non-credit courses such as those offered by Adult Education Departments have proven valuable to some school systems, particularly in relation to the in-service education of teachers who participate in FLES programs. School systems that plan to initiate FLES programs will find that a good in-service program must precede and accompany the elementary program. For example, a school system that plans to initiate a program at the third grade level, extend it upward one grade per year until it includes grades, three, four, five, and six will find it helpful to begin the in-service program for third grade teachers prior to beginning the program with third grade children. Each year thereafter, the teachers of each grade will have an opportunity to enroll in a non-credit course before their pupils are involved in the program.

In large school systems, adult classes can be organized especially for teachers. Since credit is not involved, the content of the course can be adapted to the needs of a particular group. The content of the FLES program is usually included as a part of the course. However, the purpose of the course is not to keep the teachers "one lesson ahead of the pupils" but to increase their knowledge of the language and to improve their competency as FLES teachers.

It should be pointed out that the amount of training provided by adult classes does not necessarily qualify a person to teach a language. However, it does enable teachers to guide children intelligently as they listen to the radio or television teacher or as they supplement the work of the special language teacher. It also enables them to "set the stage" for the lesson and to plan follow-up activities.

Workshops in which a group of teachers work with a consultant on the solution of problems, offer many possibilities to both elementary and secondary teachers. Length of workshops and procedures used vary in terms of the purposes for which they are organized. The two types of workshops described below have proven helpful in large counties. It is most important that continuing in-service training be made available by the local school authorities.

1. By means of a three-weeks workshop in which the consultant was experienced in the development of FLES programs, one school system made general plans for the revision of the elementary program. Specific plans for the third grade program were completed. These plans were used for a year on an experimental basis, with teachers who participated in the workshop, before they were used with all third grade classes.

2. Four or five workshop sessions, scheduled throughout the year, enabled one supervisor to include all the teachers in the system in a workshop program during the year. During the meetings, emphasis was placed on the demonstration of teaching procedures, such as: the use of dialogs and pattern drills; the discussion of problems; the sharing of materials; and practice in using electro-mechanical aids. The scheduling of the meetings throughout the year gave the teachers an opportunity to consider many problems that could not have been anticipated in a pre-school meeting.

Conferences provide an opportunity for classroom teachers, principals, and supervisors to plan together. Agreements can be reached regarding long-range plans and steps that should be taken in order to achieve them. Conferences also provide a time for teachers to share new materials or ideas, to listen to speakers or to view films that depict good programs or teaching procedures.

Attendance of teachers at Florida Modern Language Conference or the Classical Association of Florida Conference stimulates interest and enthusiasm. By sending one or more representatives to this conference, and to other regional conferences, the teachers within a school system can keep informed on research findings,

new materials, and new developments in all phases of the language program. Regional conferences, such as The Northeast Conference on the Teaching of Foreign Languages and the Language Laboratory Conference, publish annual Reports of the Working Committees. The reports of the Northeast Conference may be obtained from the American Classical League, Miami University, Oxford, Ohio; those of the Language Laboratory Conference may be ordered from Director of Publications of the Research Center, Indiana University, Bloomington, Indiana. Copies of these reports are valuable additions to the professional library.

Institutes have been developed for teachers of modern foreign languages in elementary and secondary schools through the National Defense Education Act of 1958. Information concerning the institutes is ready by December prior to the summer or academic year in which the institute is scheduled. Teachers who wish this information should request a list of participating institutions from the Language Development Section, U. S. Office of Education, Washington, D. C. They should then address all correspondence or applications to the director of the respective institutes. Although deadlines may vary according to schools, March 1 has generally been given as the last day for filing applications. Accepted participants are usually so informed by the middle of April.

The language institutes focus on the improvement of teaching modern foreign languages in elementary and secondary schools. These institutes strengthen the teacher's knowledge of the language. By constant use of the language and study of correlated subject matter the teachers become more proficient. Equally important, these institutes upgrade the professionalism of language teachers.

Professional Organizations and Publications

All Languages

1. Modern Language Section of the Florida Education Association
2. Classical Association of Florida of the Florida Education Association. Both are organizations of state teachers. They hold a fall meeting and a spring meeting in conjunction with the FEA. The Modern Language Section sponsors the Foreign Language Newsletter of Florida.

3. Department of Foreign Languages (DFL)
   The prerequisite is to be a member of NEA.
   Purposes:
   a. To promote an effective program of modern and classical foreign language education in the schools and colleges of the United States.
   b. To act as a clearing house for information on foreign language activities. *DFL Bulletin*
   c. To cooperate with all associations of foreign language teachers.
   d. To supplement existing services available to foreign language teachers.
   e. To represent the profession of foreign language education in all ramifications of NEA activities.

Send $5.00 dues to:

Department of Foreign Languages
National Education Association
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

All Modern Languages

4. *The Modern Language Journal* (MLJ) is an estimable journal (8 issues a year) of the National Federation of Modern Language Teachers Association. The fee is for the journal only. This association is made up of various regional associations and the AAT's. If you are a member of one of these, you are automatically a member of the National Federation. Send subscription to:

   Business Manager of MLJ
   7144 Washington Avenue
   St. Louis, Missouri

5. *Publications of the Modern Language Association of America* (*PMLA*). The Modern Language Association (MLA) is another and separate organization. It is an association for all modern languages, including English. You receive 8 issues of PMLA. Membership in the National Federation and/or the MLA entitles you to attend the corresponding annual meetings held yearly in December. Send subscription of $10.00 to PMLA (5 times a year) to:

   MLA Treasurer
   4 Washington Place
   New York, New York 10003

French

6. American Association of Teachers of French (AATF) National organization membership entitles you to a subscription to *The French Review* (6 issues). Send subscription of $5.00 to:

   AATF Secretary-Treasurer
   Davidson College
   Davidson, North Carolina

German

7. American Association of Teachers of German (AATG). *The German Quarterly* (4 issues). The South Atlantic Division of AATG meets in November in connection with SAMLA (South Atlantic Modern Language Association). Send dues and subscription of $6.00 to:

   Modern Language Department
   University of Miami
   Coral Gables, Florida.

Spanish

8. American Association of Teachers of Spanish and Portuguese (AATSP). A national organization with two chapters in Florida. Membership automatically entitles you to a subscription to *Hispania* (4 issues a year). Send subscription of $5.00 to:

   National Secretary-Treasurer of AATSP
   DePauw University
   Greencastle, Indiana

Latin

9. The Classical Association of Midwest and South. Choose the journals you wish. Automatically, you become a member of the Association. Send subscription to:

   Classical Association of Midwest and South
   Ohio University
   Athens, Ohio

   Classical Outlook and membership . . . $1.00
   The Classical Journal and membership (9 issues) . . . $4.95
   Classical Journal and *Classical World* and membership . . . $6.85
   Classical Journal, Classical World, Classical Outlook and membership . . . $7.75

10. American Association of Teachers of Slavic and East European Languages. *The Slavic and East European Journal* (4 issues) and membership.

CHAPTER 5

Effective Teaching Techniques

Level 1

About Prereading

The prereading phase should receive great emphasis because it is during this period that the student develops attitudes and habits in pronunciation, intonation, and aural comprehension which will be factors determining his degree of success in developing the multiple skills of language study. The amount of time devoted to the prereading phase will vary depending on the age of the learner, his motivation, the degree of understanding and ability of the teacher. Interesting research is being conducted now regarding the time element.[1]

Because secondary pupils depend mostly on the printed word for their education in other areas, they have to be forced to reactivate the ear. Good listening habits will have to be developed. Abundant opportunities for systematic and intensive practice on sound discrimination and sequences should be provided. Besides drills designed for this purpose, the pupils should become accustomed to class routine in the target language. Occasional spot checks with meaningful rewards to the pupils will provide some stimulation. For variety, games based on listening can be employed.

It is advisable that students have no paper, pencils, or books at their desks during the prereading period. In fact, this policy is good at any time when students are concentrating on listening and speaking.

The teacher must exert determination during student repetition and recitation of sounds. A mumbled or very low-pitched utterance is unacceptable. If the teacher consistently is strict in reaction to the student who fails to respond in a well modulated

[1] *The Modern Language Journal*, May 1965, "The Contributions of Psychological Theory and Educational Research to the Teaching of Foreign Languages." John B. Carroll.

tone, the latter will soon realize he has to make himself heard in order to be an acceptable member of the class. How can anyone expect to be graded in an audiolingual lesson when the grader cannot hear him?

It must be perfectly clear that before any spot checks, games, or subject content can be graded for aural comprehension the teacher will have explained clearly the meaning of the foreign language and not have left it to generalization or guessing. The average pictures and play acting will confuse the student unless clarified. The danger in visuals without an initial explanation is that the teacher is referring to one object or concept and the student is thinking of another. For that reason, visuals must be closely correlated with the lesson and/or represent one item alone.

Pronunciation of complete utterances is modeled several times by the teacher as he walks around the room, and repeated 5-6 times by the recorded native speaker as well. These utterances should be modeled at a normal rate of speed. Artificially slow speech distracts the normal pattern of intonation, stress, and linking, and even the articulation of individual phones. If the utterance is more than one breath group, it should be broken up and presented for practice in shorter meaningful units. The procedure of beginning from the end of the sentence is advocated because it helps to maintain the natural melody pattern of the sentence and makes the memory of the line easier for the learner.

EXAMPLE: Escuchen: Hable usted más despacio por favor (Repeated five to ten times)
Repitan: Por favor (pause for class repetition)
Por favor " " " "
Más despacio, por favor (pause for class repetition)
Más despacio, por favor " " " "
Hable usted más despacio,
por favor, etc.

"In dividing such an utterance, care must be taken not to separate in such a way as to change the articulation of any of the phones. For example, if *despacio, por favor* were made a unit, the initial sound of "d" would become a dental stop rather than a dental fricative as it is in the complete utterance.

"Possibly, even probably, some members of the (Spanish) class will have difficulty in articulating properly some of the sounds, such as the 'v' in favor. The sound should not be identified with the letter nor the equivalence of 'b' and 'v' mentioned, because this identification will strengthen the students' natural tendency to pronounce this unfamiliar sound as if it were the closest familiar sound in English. The sound singled out for special attention should be practiced only in its context, however; and nothing at all should be said about other sounds unless they are being seriously mispronounced and mimicry alone does not appear sufficient. The teacher may wish to utilize specifically prepared exercises on the more difficult articulations."[2]

After the presentation of the dialog through mimicry-memory, the transition from imitation to question response is made to develop speaking skill. Patricia O'Connor in *Modern Foreign Language in the High School: Pre-reading Instruction* lists the following four forms of dialog practice:

1. Teacher-Class (Class-Teacher). The teacher asks a question; part or all of the class gives the answer.
2. Teacher-Pupil (Pupil-Teacher). The question is directed to an individual pupil; the rest of the class monitors.
3. Pupil-Class. One pupil asks a question; the entire class or some portion of the class gives the answer. The teacher monitors.
4. Pupil-Pupil. An individual pupil asks a question; a second pupil answers; the class and the teacher monitor.[3]

Pattern Drills

After pupils have memorized the basic sentences and practiced them in questions and answers, the teacher may further drill on the structure of the sentences by using them as the basis for patterned substitutions. This type of drill calls for a certain amount of language analysis by recognizing separate words and identifying the variations in the pattern. During the first weeks of the pre-reading phase only very short pattern drills should be used. It should also be kept in mind that the point at which the language program is begun will influence the kind of pattern drills used. The degree of difficulty and challenge may

[2] *Spanish, Listening, Speaking, Reading, Writing.* Bulletin of California State Dept. of Educ. Vol. XXX, No. 4, May 1961 p. 20, 21.
[3] Patricia O'Connor. *Modern Foreign Language in the High School: Prereading Instruction.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1960. p. 23.

increase in proportion to the contact time with the foreign language and the motivation of the learner.

There are many kinds of pattern drills; space allows the mention of only a few examples.

Simple Substitution Drills: The teacher gives a pattern sentence which the class repeats. Then the teacher gives a word which the pupils substitute in the sentence.

Example: He has the book.

the pencil	He has the pencil.
the paper	He has the paper

This drill can later be used for substitutions requiring changes in agreement.

Example: Pronoun substitution

I saw the house.	I saw it.
I saw the car.	I saw it.
I saw the girl.	I saw her.

Progressive Drills: Substitutions progressively change the pattern sentence.

Example: I am studying with you.

like	I am studying like you.
talking	I am talking like you.
He is	He is talking like you.
about	He is talking about you.

Variation Drills:

With cue words—

Today I buy an apple.

Yesterday	Yesterday I bought an apple.
Tomorrow	Tomorrow I shall buy an apple.

With question cue—

When did you leave?	I left at 7:00.
When did she leave?	She left at 7:00.

The guiding rule to keep in mind when preparing and using pattern drills is that the purpose of the drill is to link certain meanings with certain sounds and to practice saying the right sounds to convey the desired meaning.

Adaptation of Memorized Material

Furthermore, the instructor should realize that when a student has memorized a few words and sentences in the foreign language and can say them when given the proper cue, he is not actually speaking the language. He must learn to manipulate these familiar items out of context. Therefore, adaptation of memorized material to different context in this early phase of language learning is very important because it leads the student to use familiar material in an arrangement similar to, yet different from, that already memorized.

Different vocabulary items in same grammatical pattern

Memorized sentence: Hello, Peter, How are you?

Adaptation: Hello, Mr. Jones. How are you?

Hello, students. How are you?

Memorized sentence: I like the magazine, but I prefer the book.

Adaptation: I like the book, but I prefer the magazine.

I like the pencil, but I prefer the pen.

I like the rice, but I prefer the potatoes.

Different grammatical patterns using same vocabulary words

Memorized material:

Hello, John. How are you?

Fine, thank you.

How is Mary?

She has a cold.

What a pity!

Adaptation:

Hello, John. How are you?

I have a cold.

What a pity! And Mary?

She is fine, thank you.

Adaptation of a memorized dialog in a new dialog and a narrative form

Memorized dialog:[4]

John: Where is the library?

Paul: Over there. Are you going right now?

John: Yes, I have to look for a book.

Paul: I'll go with you. I have to read the newspaper.

John: My goodness! I forgot my notebook.

Paul: It doesn't matter. I have paper.

John: Where are the novels?

Paul: Right over there. I'll wait for you at that table.

John: But there are two girls there.

Paul: Is that bad?

John: Say, that brunette is a friend of my sister's.

Paul: That's fine. I'll save you a seat.

Adapted dialog:[5] (Note: The days of the week will have to be taught prior to the presentation of this adaptation.)

Joe:	Mrs. Smith, are there many novels here?
Mrs. Smith:	Yes, there is a novel on that table. Take it.
Joe:	Good. What is it called?
Mrs. Smith:	"Marianela." It is very difficult.
Joe:	Thank you. What day is today? Goodness, it's Friday. I'll have to read that book on Saturday because the class is Monday.
Mrs. Smith:	Wait, Joe. There are two more novels. Don't you want those novels?
Joe:	Oh, no, no! Thank you very much. I have to read one. That's enough.

[4] *Spanish, Level One.* New York: Harcourt, Brace and World, Inc., 1963. p. 6.
[5] *Supplementary Materials A-LM.* Curriculum Bulletin 20j. Miami, Florida: Board of Public Instruction, 1964. p. 13.

Games

In addition to pattern drills and adaptation of memorized material, classroom games are helpful as a motivating factor and as establishing correct habits of speech, especially in elementary and junior high classes. In planning a game the teacher should be sure it fits into the classwork, either as reinforcement or review. Also the game should be simple, short, and interesting. The following is an example of a game which is suitable for the elementary child.

What Animal Am I?

Pin or hold the picture of an animal on the back of a child, who then asks the class, "What animal am I?" The other children give five clues. For example: "You have four feet." "You are large," etc. If at any time, while the clues are being given, or after all five have been called out, the child correctly says the name of the animal in the picture, he chooses the next pupil to be "It." If he cannot guess, the leader asks for a volunteer answer from the class, that pupil then becomes the next "animal." This game may be used with fruits, vegetables, and other items and is adaptable to any language.

Relay games using classroom objects learned in dialog format are very successful, IF the language being taught is used.

In junior high school, games involving team rivalry are successful. For instance, divide the class into two teams. The leader "pitches" a question to the first pupil on team one. If he answers correctly, he moves to first base. The leader continues to ask questions to team one, and the pupils answering correctly move around the bases (designated points in the room) and to home. Each pupil coming home earns a point for his team. When three incorrect answers (outs) are made, the leader then asks questions to team two, following the same procedure. The team with the highest number of points after an equal number of "innings" has been played wins the game.

It is not impossible to use competitive gimmicks with the high school students. Some of the most "sophisticated" classes have demonstrated great enthusiasm in "learning" games.

Reading—Level I

The development of real reading ability as opposed to a deciphering process is the objective of a multiple-skills program which has an audio-lingual approach. No one has ever questioned the necessity of developing reading skill. The result desired in the past was reading in the sense of being able to translate from the foreign language into English. It seemed obvious that the way to acquire this skill was to practice translating. The reading skill was generally checked by exercises in translation. Translation is NOT NOW an objective. Translation is a special skill which requires special training. It has no place in a secondary school program.

"In the secondary program, reading has two definitions: (1) to pronounce phrases and sentences aloud with normal intonation, in response to the stimulus of sequences of printed or written letters (the expert native reader does this in a consistent way, whether or not he knows 'the meaning of the words') and (2) to follow printed or written sequences rapidly for comprehension, usually silent, while the eye scans whole groups of words or sentences at a time."[7]

In Level I development of the reading skill follows a period of abundant exposure to aural-oral language. The material presented for reading is only what the students have already memorized. It may include not only the dialogs and basic sentences but also the drills and variations that accompany them. It should include specific exercises designed to establish the sound-letter correspondences of the language.

When written symbols are introduced, a new and powerful source of interference is likewise presented to the student. The Roman alphabet, already well known and closely associated with English sounds, must now be associated with foreign sounds, still relatively new to them. Great care must be exercised by the teacher so that the sounds which have been drilled during the prereading period will prevail.

Interference of English sounds can be minimized if (1) The nature of the problem is explained to the students, (2) the

[7] "Foreign Languages in the Secondary Schools," of the 1964 *Northeast Conference on the Teaching of Foreign Languages.*

teacher insists on the same high standards of pronunciation, (3) the teacher distinguishes between sounds and letters, and (4) the Spanish names of the letters of the alphabet are used.[8]

As the reading skill develops, recombinations of known material are presented for reading. Following this are contrived materials that introduce new vocabulary and grammar.

A successful technique in teaching reading is rapid substitution of a printed word in an otherwise pictorial array. "For example, a four-unit sentence is displayed, using three pictures and one printed word."[9]

(The man/arrives/at the house/at noon.) The noun HOUSE is substituted for the picture. Then the words SCHOOL, LIBRARY, etc. are substituted. The student is forced to rely on the printed word to complete the sentence.

Training in the reading skill can be continued in the laboratory. Tapes are prepared for material already done aurally and orally, and students are furnished copies of the material to be read. The student moves from reading of drills to sentence build-up drills and connected passages. He is working on sound-letter correspondences and word grouping.

As the student learns to read all he has learned orally he should be introduced to selections especially written for reading practice. They will be recombinations of known lexical and grammatical items.

Writing—Level I

What is this skill writing? It is an active skill like speaking. It must come after the student has experienced speech and reading. Writing is a representation of sound on paper. While a complete foreign language program does everything possible to teach this skill it is easily understood that listening and reading will be developed more rapidly and to a greater degree than speaking and writing.

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[8] *Teachers Manual A-LM, Spanish Level One*, Harcourt, Brace and World. New York. 1964.

[9] Stack, Edward M. *The Language Laboratory and Modern Language Teaching*. Oxford University Press, Inc. 1960.

"Write" has two meanings. "It means to spell in the sense of making the proper choice of letters in the proper sequence in response to both oral and written stimuli. It also means to put down on paper what one wishes to express, using a style and vocabulary appropriate to the material of occasion, informal or formal, literary or technical."[10] It is this second kind of writing that is one of the long-range goals.

Writing in the elementary stages, like reading, is limited to familiar material. Since, as in the oral work, the teacher should make it easy for the student to be right and difficult for him to be wrong, the most beneficial form of writing practice is the exact copying of sentences which the student has mastered orally. This is done simultaneously with the presentation of the sound-letter correspondencies. "As the student becomes increasingly able to respond in writing to both oral and written stimuli, he should get practice writing drill lines in response to an oral or written cue, and in writing exercises requiring such minimal structural changes as changing a verb from present to present perfect or an objective pronoun from singular to plural."[11]

Homework—Level I

During the prereading phase materials prerecorded on records or tape can be sent home. The student should have the opportunity to practice in the laboratory or with simple equipment some time before school, after school, during study hour or lunch. Picture cues can be made, duplicated and distributed as a basis for out-of-class recall. Reading in English about any of many facets of the culture of the language being studied can also be assigned.

Level II

Listening and Speaking

The four fundamental skills will continue to be developed in varying degrees. As new materials and new formats are encoun-

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[10] Thompson, Mary P. "Writing in an Audio-Lingual Modern Foreign Language Program" *Teacher's Notebook in Modern Foreign Language* Spring 65, Harcourt, Brace and World.
[11] Ibid.

tered the teacher will explain the purpose and the hoped for objective. All basic materials should be presented orally with the teacher or tape serving as model. The modeling should be at normal speed with attention to pronunciation and intonation. It is after the initial presentation that laboratory equipment can most profitably be used. In addition to being a tireless and unchanging model, it can provide the limitless number of drills necessary for the student to acquire new speech patterns.

Normally, there should be about six or eight frames (drills) of one pronoun before introducing a second pronoun. After drilling each pronoun several times, a "test" drill, including a mixture of forms already drilled, will be given.

The variety of types of drills is limited only by the originality of the one who prepares them and the type and quantity of language learned. The presentation here is intended only as a suggestion, as the entire scope is too vast to be included in this booklet.

For example: A combination drill to teach comparisons of equality.

Model:

Master: Mary is pretty. Isabel is pretty, too.

Student: Mary is as pretty as Isabel.

Confirmation: Mary is as pretty as Isabel.

Student repetition: Mary is as pretty as Isabel.

Begin:

Master: This chair is comfortable. Father's chair is comfortable, too.

Student: (pause)

Confirmation: This chair is as comfortable as father's chair.

Student repetition: This chair is as comfortable as father's chair.

Listening—Level II

The skills of listening and speaking are so intermeshed that it is difficult to discuss one without the other. It is true that with classroom directions, games, drills, etc., the student is listening, but there is another type of listening that must be developed. Hearing or auding is an active process not customarily developed as a skill to the extent that speaking, reading, and writing are developed. Specific practice in listening must be given attention. Good listening establishes a basis for the speaking skill.

In listening practice the student listens, tries to understand but does not speak. He will listen to a selection of known vocabulary and structural items in a new combination or he will listen to a selection in which he does not know all the vocabulary and structural items but is expected to guess and get the gist from intonation, contextual inferences, etc.[12]

The learner must never look at the written text while he listens. If he does, the exercise becomes an exercise in reading.

Oral Language Manipulation—Level II

Great effort should be made by the teacher to encourage original speech on the part of the student. This original speech, of course, is CONTROLLED and LIMITED to what has been taught. Any information which has to be looked up, studied, or reviewed mentally is obviously not mastered by the student and, therefore, is unacceptable and does nothing for developing free speech. Some procedures for attaining this objective follow.

A. In directed dialog the student has been taught:

Teacher says	Student says
Joe, ask your father if he is going to need the car tonight.	1) Dad, are you going to need the car tonight?
Dad, tell him you think not and ask him why he wants it.	2) I think not. Why do you want it?

[12] *Spanish, Listening, Speaking, Reading, Writing* Bulletin of the California State Department of Education Vol. XXX. No. 4, May 1961.

Now—encourage Joe to give any sensible answer that he can.

For example: I want to go to Mary's house.

or

Fred does not have a car and we want to go to the football game.

or

I want to take Fred to the airport.

etc.

B. The teacher can encourage the Dad to continue, and the conversation will develop.

C. For any narrative presented as reading, the teacher can ask that it be retold by individuals as they recall it. Student A gives an initial sentence. Student B adds a sentence, student C adds another sentence, etc.

D. Retell the story in the first person singular.

E. Retell the story, substituting different nouns.

F. The teacher may prepare for discussion many more detailed questions in addition to those given in the text.

G. Use a conversation stimulus. The teacher explains a situation, gives the actual words of the first speaker, and then calls for a continuation of conversation.

H. Show a visual stimulus and ask for an immediate verbal reaction.

All of these exercises are performed with books closed.

Reading—Level II

Contrived materials with new vocabulary and grammar continue to be the source of reading. The purpose of the reading selections is to give the student an opportunity to read in the foreign language with understanding and pleasure.

Usually a reading selection should be assigned as homework,

and the discussion in the target language should be in the class. Questions should not be assigned until they have been discussed in class.

As the students are assigned longer reading passages in late second year, they must be told the techniques to use. Some suggestions:

1. "Read the first paragraph rapidly in the foreign language to get a general idea of the setting, character, and frame of reference. You will probably not get all the details, but you will at least have a general idea of where the action is taking place and what is going on.
2. "Re-read the same paragraph rapidly. This time more details will fall into place on the framework you gained from the first reading.
3. "Write down a list of the things you learned from these two readings.
4. "Repeat steps (1), (2), and (3) for each of the other paragraphs in the assignment."[13]

Writing—Level II

At the second level, dictation of familiar material and manipulation of structural points should be continued. The student should be moved toward self-expression by constructing sentences of his own, following a model with controlled vocabulary.

Some suggested procedures:

1. Rewrite sentences, changing the verb tenses.
2. Rewrite a paragraph supplying the correct past tense.
3. Add adjectives to a basic sentence.

   The airplane arrives at the airport at noon.

   The *big white* airplane arrives at the *new* airport at noon.
4. Write with the given words a new sentence like the model.

   The three men will buy the pajamas.

   young girls/to ask for/invitation

   The young girls will ask for the invitation.

[13] Stack

5. Construct a sentence using the items in the order given.

To sleep, yard, with, dog

The boy is sleeping in the yard with the dog.

or

I cannot sleep in the yard with a dog *barking fiercely.*

6. Change a dialog to a narrative.

Homework—Level II

At Level II much of the learning ought to be done outside of class. Since the basic reading and writing skills have now been acquired, daily assignments should be made. The most important detail with respect to homework is the follow-up which should ideally take place during the following class meeting. Students will not take seriously an assignment if they see that it is not considered of any value by the teacher.

Level III

Listening and Speaking

The goal of Level III is to move toward more extensive use of language as communication. There should be fewer guidelines and controls than in Level II. The students will be expected to produce longer sequences of talk. The kinds of talk fall into two groups: sustained talk—several sentences in sequential thought —and exchange of words with one or more persons. Getting the students to speak the foreign language is the most difficult challenge. True conversation involves complete choice on the part of the student. "Genuinely free conversation is rarely attainable on the secondary level without concomitant foreign travel, because the growth in total experience continues to outdistance the growth in linguistic expression in the foreign tongue. Relatively free conversation, however, is attainable within the context of certain experiences."[14]

The teacher will continue to employ all possible techniques to elicit free conversation. Questions should be answered orally,

[14] *Modern Foreign Language for New Hampshire Schools.* New Hampshire State Department of Education, Concord, N.H. 1965.

and answered in longer and longer responses. Then the students should begin to summarize the answers. Each summary will be unique and varied.

The key word here is control. Mim-memming or vocalizing will continue, but patterns learned in the elementary stage should be USED and no longer drilled in the intermediate level. "Drills involving complex structures such as conjunction and subordination—ought to occur on the intermediate level, but their use in conversation at both normal and fast speeds represents achievement on the advanced level. Thus what a student practices on one level he must actually control on the next higher level."[15]

If the student has thoroughly practiced all the necessary patterns on the elementary level, and if he can use his limited vocabulary to reconstitute acceptable utterances based on these patterns so that they are readily understood by a native speaker of the foreign language, then the student has speaking control on the intermediate level. This is analogizing.

What measures can be taken to bridge the gap that exists between vocalizing and analogizing in order to effect real conversation? There is no denial that cued drills are unnatural speech, no matter how well designed they may be. "Even transformation drills are in a large measure artificial. The type in which the teacher presents a statement and the students make up questions which would elicit such a statement, though an excellent teaching device, is not really conversation: e.g., Teacher: Mon frère est arrivé au restaurant à cinq heures. Student: Qui est arrivé au restaurant à cinq heures? Où mon frère est-il arrivé a cinq heures? A quelle heure mon frère est-il arrivé au restaurant? The question-response type of device and the directed dialog represent a closer approximation to natural conversation. But natural conversation is made up of more than question-answer and command response. The only other apparent link between drill and natural conversation is informal discussion. This is a very effective technique when controlled. But it requires a superior teacher to know how to channel discussion, correct only

[15] 1963 Northeast Conference on the Teaching of Foreign Language: Language Learning: The Intermediate Phase, "The Continuum: Listening and Speaking."

a minimum number of errors, and still maintain a high degree of interest in order to encourage total student participation."[16]

Reading—Level II

The content of the material begins to change from contrived material to adapted and/or edited selections from literature. The phase of reading moves into a more advanced phase when the vocabulary is large enough to permit reading without an editor's help.

The reading should usually be assigned as homework. The principal objective is to provide students with an opportunity to read on their own. Students should be advised as to the profitable use of pictures, maps, and footnotes.

Questions relative to the reading assignment should be answered first orally, whether assigned for homework or not. One-word answers are satisfactory since this is normal in speech, but the teacher should not permit such a practice too often. Encourage complete sentences. The students should be encouraged to read and reread a selection before answering questions.

Writing—Level III

Some of the same types of exercises which have been practiced previously should become progressively longer and more difficult. Grammar-manipulation, more involved sentence-completion and construction exercises are suitable. The paragraph should begin to be the unit of practice and effort made for more freedom of expression.

"One writing exercise appropriate for the third level is directed narration. This exercise starts with a sentence that sets up a situation: 'Think of a trip you have taken.' The student is told what information he is to provide: 'Tell me where you went, why you went there, who went with you, how you made the trip, how long it took, etc.' Cued narration, which gives a first sentence followed by a series of cues on which additional sentences are to be constructed, is also a good exercise. The first sentence could be *Yesterday afternoon Anne and Mark decided*

[16] Ibid.

to go to the theater, and the cue words might be *to be lucky, bus, to stand in line, to be seated, play, applaud.* Or, a brief dialog might be given. The student would then write a narrative paragraph leading up to the dialog and another following it. Each paragraph should contain 60-70 words and five or six sentences.

"Fill-in exercises are also good. These may consist of three paragraphs. In the first two, blanks are to be filled in, with more blanks in the second paragraph than in the first. In the third paragraph, the first and last sentences are given and the student fills in no more than five sentences totaling no more than 80 words.

"Other suitable exercises include answering a series of seven or eight questions, then combining and summarizing the answers to the questions to form a paragraph; changing a dialog to a letter, or a narrative to a dialog; summarizing a particular section of reading material in 100-125 words."[17]

The teacher should remember that the student's knowledge of the target language is still limited and he still needs models in order not to produce an artificial language.

The students should be made aware of differences in written language style from that of the spoken language. In all cultures where literacy is valued there is a feeling that somehow what people write is very superior in value to what they say. And there are certain conventions which are observed in each language. The teacher has the responsibility of bringing these to the attention of the students.

Finally, writing exercises must be corrected soon after the writing. Fewer assignments with careful corrections will teach the students more than many assignments with cursory correction.

Levels IV, V—Listening and Speaking

The teacher should constantly evaluate himself, his program, and the students' development. Any time a general slowdown occurs in the growth of any of the skills the teacher must care-

[17] Teacher's Notebook in Modern Foreign Language. Harcourt, Brace, and World. Spring 1965. "Writing in an Audio-Lingual Modern Foreign Language Program."

fully analyze what went wrong. This almost daily analysis will be of great value in helping the student in the skill of oral manipulation.

What is my objective?

Were students participating? If not, why not?

Who was really doing the talking, teacher or students?

Do the students express themselves with ease?

Would a native speaker understand them?

Any techniques that have been tried and proven should be used again and again, always providing for growth in depth and breadth of the students' ability to manipulate language.

Reading

This is the stage in which the student can take an unadapted book of normal difficulty and read for meaning. It will be a pleasant experience with no laborious translations and no frantic looking-up of words.

Writing

The writing exercises may be longer and the controls fewer. Leading questions to construct paragraphs will be more and more general until finally, a single topic can be given. Writing résumés and letters can be encouraged if the teacher has properly prepared the students in respect to cultural conventions of the latter.

All of the writing will still be pure student work, really rather elemental, with no pretense of creativity. Writing will be the logical outcome of experiences in listening, speaking, and reading.

All writing exercises should be corrected, and soon after the writing. It would seem to be more profitable to give fewer writing assignments and review them carefully than to give many assignments and casually glance at them.

CHAPTER 6

Content

THE SELECTION OF text (see state suggested criteria page 23-25) and content material for the sequence and articulation of language instruction should be guided by the objectives to be achieved at a particular level, along with the techniques and procedures to be utilized in implementing these objectives:[1]

(1) The course should concentrate at the beginning on the learner's hearing and speaking the target language. The treatment of pronunciation and graphic presentation of speech should be presented. This is easily augmented by sustained pronunciation drills throughout the course.

(2) The course content should make extensive use of realistic, interesting dialogues, recorded by native or near native speakers.

(3) Technical structure should be presented inductively, with summary statements given only after drill. Drills should be extensive enough to produce automatic response patterns.

(4) Translation should be used sparingly as a device in teaching reading, since the goal of reading is *direct comprehension*, without conscious item by item decoding. Consequently, although reading of previously heard and memorized material may begin early in the course, reading of previously unheard material should not begin until the student has reasonable control of the pronunciation and principal structural patterns involved in the material.

(5) Visual and audio-visual aids should be used as auxiliaries to the text when possible.

(6) In order to liberate the student from his single-culture limitations, the cultural values and patterns of behavior of the native speakers of the target language should form a significant part of the content of the linguistic material from the beginning—and at every stage.

Using these criteria as guides, the teacher is able to evaluate available textbooks and to adapt their content to local classroom needs. The following paragraphs present some points for consideration in selecting course content.

It is of extreme importance to realize that in order to accomplish articulation throughout the language sequence, each in-

[1] Dr. William R. Parker, *Modern Spanish.*

structor must teach the minimum objectives of his particular level.

This does not imply curtailment of material, once the suggested minimum has been mastered. When minimum efforts have been achieved, the teacher is provided the opportunity to reinforce what has been accomplished, utilizing the extra time to enrich the course with additional materials.

Structural Items

Research has not as yet established any ideal progression for the learning of structural items, and existing frequency counts are not too reliable for the spoken language; therefore, in outlining the structural content for any level of study in the target language the teacher should allow his judgment to determine what is best for this particular situation. However, it is believed that the teacher will be able to plan his drills more effectively if he uses some sort of organizational procedure.

LEVEL I (Minimum competencies)

(1) Beginning phonology of the target language to initiate and reinforce good pronunciation

(2) Practical association in daily conversation of the present indicative of regular and irregular verbs

(3) If situation permits, the preterite of regular verbs and most frequent irregular verbs may be taught in contrast

(4) Use of commands, with emphasis on those used in classroom activities

(5) Use of gender and number

(6) Agreement and position of adjectives

(7) Use of demonstratives as needed in language development

(8) Indication of possession, including possessive adjectives

(9) Pronouns and their position in relation to the other structure items in the sentence

(10) Common patterns of word order

(11) Pre-reading must be taught and actual reading based on verbal ability begun before students are promoted to Level II[2]

(12) Writing should be encouraged in proportion to logical distribution of time based on mastery of the fundamental skills

(13) Mastery of basic fundamental skills (Item 1-12)

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[2] George A. Scherer. *A System of Teaching Modern Foreign Language Reading;* "Teachers Notebook"; Harcourt, Brace and World School Dept., New York, N.Y. 1964.

In Levels I and II the student should achieve a high degree of fluency in the use of a restricted number of meaningful speech patterns rather than become familiar with many less common or variant patterns. The emphasis should be on language familiarity and communication.

LEVEL II

1. Practical use of present tense and begin reassurance of the preterite
2. Introduce use of the imperfect in contrast with the two previously introduced tenses
3. Follow introduction of simple and compound verb tenses in proportion to item 1 and 2
4. Common uses of the subjunctive in daily use of commands and basic application
5. Frequently irregular verbs not learned in Level I
6. Comparisons of equality and inequality
7. Apocope and abbreviation, where applicable in language usage
8. Extend reading and writing in proportion to basic fundamental skills
9. Speaking, understanding and reading emphasized.
10. Reading for enjoyment and information

It is recommended that the most frequent uses of the present subjunctive be introduced early at Level II if it is a fundamental part of the morphology and syntax of the target language, and much practice is usually required for its mastery.

LEVEL III (Beginning of Advanced Course)

1. Mastery and proof of competency of levels I and II
2. Practical use of all previously introduced tenses
3. Extensive application of grammatical structure in the careful command of the language
4. Actual use of the more complicated grammatical structure of the subjunctive, (if applicable) and compound tenses
5. Reading assignments for class discussion and understanding of grammatical associations found in reading. Material should be carefully selected so as to motivate students' interest
6. Oral discussions and use of the language in class participation must become an established objective
7. Writing must be according to specific direction and close supervision of teacher

LEVEL IV

1. Content of program will be more complex and the students will have more freedom in language activities

2. Mastery of Levels I through III and proof of competency
3. Full responsibility of correct language fluency in proportion to the level
4. All class activities conducted in the target language
5. Reading material extended to general prose, short stories and poetry without definite responsibilities on literary chronology per se
6. Reading knowledge equated with the grammatical structure of the target language
7. General readings on respective cultural values
8. Class activities including the performance of theatrical pieces proper to this level
9. Full responsibility of all the fundamentals including correct orthography

Testing

Testing is a necessary and continuous part of the foreign language program. It is the means by which the student and teacher are consistently made aware of the deficiencies and strengths of the students' knowledge. The evaluative instrument may be a short daily quiz, unit test, mid-term or final examination. It may be subjective, objective or both. The subjective test provides greater flexibility since more than one answer may be acceptable. It is easier to prepare but more difficult to grade. The objective test is precise and easier to check, but more difficult to prepare.

Many texts now have accompanying tests which have been carefully prepared and offer much to the teacher. They do not make provision for the special quiz for a specific situation which may develop for an individual teacher. Furthermore, after several years' use, the teacher will recognize the need for a "new" test.

Listening Comprehension Tests

Listenings include phonemic discrimination and aural comprehension. The ability to discriminate sounds is the ability to distinguish one distinct and definite language sound from another. The ability to comprehend aurally is the ability to get meaning through hearing and understanding the lexical and structural items of the language. Phonemic discrimination and aural com-

prehension should be tested separately, as well as in combination.[3]

1. Using the drills in the early stages
   a. *True-False Test.* The teacher may read a number of statements, each one twice. The student will write just verdad or NO es verdad.

      (1) Cinco y dos son siete.
      (2) Hay dos puertas en esta sala.

   b. *Action-response Test.* The teacher gives rapid-fire directions and the students must react immediately.

      (1) Cierra la ventana.
      (2) Levante la mano izquierda.

   c. *Multiple-choice.* Before he studies reading, the student will rely upon familiar sounds which have been drilled. The teacher will say twice:
      ¿A dónde van Vds? Vamos _____.

      (1) bien
      (2) a clase
      (3) mañana
      (4) ahora mismo

2. Aural-pictorial tests

   The student is given several pictures. As he looks at each picture and hears the speaker give three possible descriptions, he chooses the A-B-C description which fits the picture.

3. Phonemic discrimination (using writing)
   a. The master voice makes a statement. On the answer sheet are found expressions that look or sound approximately the same, but that do vary in phonemic content. These test the students' control of consonant and vowel sounds, linking stress, juncture and hiatus, all of which are important to comprehension.[4]

      Example:

      Speaker: Il entrera à six heures.
      (repeat)
      Il entrera à six heures.

      Answers: (on sheet)
      1) Il entre à seize heures.
      2) Elle entrera a six heures.
      3) Il entrera à six heures.
      4) Il entre à seize heures.
      5) Elle entre à six heures.

      The items are read at normal speed, with a two second pause between first and second utterance. The student is given six to eight seconds to choose his answer. Timing is very important, and therefore the taped test is most desirable.

   b. Have the student imitate a model which produces a clear, distinct, and authentic sound.

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[3] French, *Listening, Speaking, Reading, Writing*, Bulletin of the California State Dept. of Education. Vol. XXXI, October 1962.
[4] *Guides to Language Teaching in Classroom and Laboratory*, Don R. Iodice. Electronic Teaching Laboratories, Washington, D. C. 1961.

4. Aural comprehension (using reading skill)

a. The student hears a question and is directed to check the most nearly correct answer.

Speaker: ¿Qué contesta Vd. cuando un amigo le saluda: "Cómo estás?"
(spoken twice)

Written choices:
1) Gracias
2) Bien, gracias
3) ¿Qué tal?
4) A las nueve

b. Completion of a statement presented orally (using reading skill)

Speaker: Quiero comer porque ————.
(repeat)

Written choices:
1) Tengo calor.
2) Tengo sed.
3) Tengo hambre.
4) Tengo frío.

c. Listening to a passage and a question and choosing from a variety of written answers the only correct one.

Speaker: Hay muchos chicos en la casa de Juanita. Escuchan discos y bailan. La amiga de Juanita se llama Rosa y es de Colombia. A Pablo le gusta Rosa. El quiere hablar con ella y invitarla a acompañarle al cine el sábado.

¿Por qué quiere Paco hablar con Rosa?

Choices:
1) Quiere escuchar discos.
2) Quiere invitarla al cine.
3) No quiere bailar.
4) Piensa ir a Colombia.

d. Listening to an oral passage with no written aids.
Same as above except that choices will also be given orally. In order that the test not be one of memory rather than language, the passage will be MUCH shorter and only three choices will be given for the answer.

5. Aural comprehension and writing

a. A dictation

1) The speaker will read at normal speed. Students listen only.
2) The speaker will read in thought groups. Pupils write.
3) The speaker will read the complete selection at normal speed.
4) The speaker will give time for corrections.

Speaking Tests

The purpose in giving a speaking test may be:

To check the pupil's pronunciation, intonation and rhythm.

To check the pupil's control of structure.

To check the pupil's vocabulary.

To check the pupil's ability to express himself.

1. Imitation test
   a. It may be to check a single phoneme, ignoring everything else. A sample item might be: C'est une jeune fille to test the pronunciation of "u" or liaison.
   b. The range in difficulty will be according to the level being studied. The pupil is instructed to repeat whatever the voice says.
      1) Luisa tiene catarro.
      2) Quiero salir de la ciudad para no ver gente.
2. "Buildup" test
   a. Tengo el libro.
   b. Tengo el libro del señor.
   c. Tengo el libro del señor que está delante de la clase.
3. Reading aloud

   This activity will indicate the pupil's ability to associate the sound with the written symbol. Only in very advanced classes should the pupil be asked to read orally material not yet presented in class and thoroughly practiced by him.
4. Directed responses
   a. The student is requested to make statements or ask questions.

      Speaker: Hoy es jueves.

      Student: ¿Qué día es hoy?

      Speaker: ¿Qué le pasó a Tomás?

      Student: (any intelligent answer is acceptable)
      Se cayó en la escalera y se rompió un diente.
   b. The cued answer keeps the response under more control.

      Speaker: ¿Por dónde se escapó el gato? (ventana)

      Student: Se escapó por la ventana.
   c. Directed dialogue. The student is directed to initiate a dialogue.

      Speaker: Pregúntale a Juan si quiere ir al cine mañana.

      Student: ¿Juan, quieres ir al cine mañana?
5. Rejoinders

   The student is asked to make a statement in response to what is said by the master voice. The creative use of language can be evaluated.

6. Response to a scene

   The student is shown a simple line drawing involving one situation. He can respond to questions about the picture or create a narration.

There are many more techniques to be used, of course. Any that were effective as teaching devices can be as effectively used as testing devices. (See chapter on Effective Techniques.)

It must be emphasized that in every year of language study the constant development and refining of speech habits is important. The teacher must be alert and recognize demonstrated competence as well as weaknesses. This recognition motivates the pupil to increased effort.

Reading Tests

"The complete reading skill combines recognition and comprehension of written words, sentences, and paragraphs with the factors of speaking ability."[5] Silent reading requires the ability to recognize and understand the written symbols; oral reading requires the ability to practice pronunciation, intonation, phrasing, etc. of speech. Reading tests should be designed to evaluate student achievement in the two aspects of reading.

Many tests used to test listening can be used to test reading by changing the auditory stimulus to a visual stimulus. There are multiple-choice questions, matching items, and true-false questions which more nearly measure reading only. Other types of tests are completion questions, combination of completion and multiple choice, answering questions on content, and summarizing.

Another effective check on reading is to construct a reading selection, carefully structuring it to the ability of the students, to give it for reading comprehension, and then to ask various types of questions about the selection.

Writing Tests

Many factors contribute to writing: spelling, punctuation, capitalization, sentence and paragraph organization, and the use

[5] French. *Listening, Speaking, Reading, Writing.* Bulletin of the California State Department of Education. Vol. XXXI, No. 4. Oct. 1962.

of structural and lexical items. The mechanical details are easy to check but the other factors of writing are not.

Some of the speaking tests can be adapted so that the answers would be written instead of spoken. Any of the procedures used successfully in teaching writing can be used for testing. In fact, it would be very foolish and unfair indeed to teach in one way and test in another.

Additional suggestions for testing writing:

a. A topic sentence is given, and the student is advised to write a paragraph based on the sentence.

b. A word outline is given, and the student is advised to write a short composition based on the outline.

c. A series of questions sequential in nature is asked, and the student is advised to answer the questions.

d. An idea is given, and the student is instructed to write a paragraph.[6]

Guiding Principles for Construction of Tests[7]

1. Test one factor of language behavior at a time.
2. Test vocabulary only in context of normal speech.
3. Keep the test consistently in the foreign language except for the directions.
4. Make the directions in clear, simple English.
5. Give examples when there may be doubt about procedure.
6. Test only what has been taught. The point is the nature and extent of the student's knowledge, not the teacher's.
7. Test everything you announce you are going to test.
8. Avoid anecdotes and incorrect forms.
9. Test cultural factors only in situational or linguistic context.
10. Use quality scales when subjective evaluation is necessary. (A quality scale is a series of responses varying in worth from best to worst, each bearing an evaluation tag arrived at by consensus.)
11. The distribution of the relative weights of questions should correspond to the relative importance of the skill or knowledge measured.
12. A test should advance the learning process by:
    a. Giving pupils an opportunity to show what they know.
    b. Showing pupils what they should know and what is expected of them.

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[6]Ibid

[7] *1959 Northeast Conference on the Teaching of Foreign Languages* and *French for Secondary Schools*, Bureau of Secondary Curriculum Develpment, New York State Education Dept., 1960.

c. Making the assignment for study before the test as specific as possible.

d. Returning corrected papers to pupils as soon as possible and reviewing the correct answers.

Aids to Subjective Evaluation*

The teacher can prepare a grading sheet similar to the illustration. This, in fact, can be duplicated and a supply made available to the foreign language faculty. Each sheet can also be posted later for the students' information. As the teacher listens to the student, she records the credit received. In this case it has been established that "1" is for full credit, "½" for half credit, and "0" for no credit.

When the teacher has finished grading the series of drills, or other papers, she adds up the grades and assigns numerical or letter grades and transfers them to the regular class record book.

ORAL TEST GRADING SHEET for _____ (Language) _____ (Course) _____ (Section) _____ (Date)

No.	Name	1	2	3	4	5	6	7	8	9	10	Total
1	BAKER	1	½	1	0	1	½					4C
2	BOSWELL	0	0	½	1	1	1					3½C
3	CHASTAIN	1	1	1	1	1	0					5B
4	DONALD	½	½	½	1	0	1					3½C
5												

etc.

KEY

6 = A
5 = B
(4 = C
(3
2 = D
1 = F
0 = F

It cannot be overemphasized how important it is that for a subjective test the teacher clearly have decided in his own mind the criteria and have explained to the students what is being tested and how it is being evaluated. Perhaps the specific item being tested is the correct articulation of a sound, the mastery of a selected intonational pattern, the correct recitation of a pattern drill or dialog, etc.

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* *French, Listening, Speaking, Reading, Writing,* Bulletin of the Cal[illegible], State Department of Education, Oct. 1962 and *A Beginning Audio Lingual Testing* [illegible]*ide*, 3M.

CLASS PRONUNCIATION TEST

SCORING SCALE

Class _____

Teacher _____

Date _____

Key		
+	or A	- Superior
✓	or B,C	- Average
-	or D	- Poor
0	or F	- Incomprehensible

Student	General Pronunciation	Intonation	Liaison	Speed	Sound " ___	Consonant " ___		Total
BAKER		✓	✓	✓				B
BOSWELL		0	-	-				F
CHASTAIN		+	+	✓				A

Obviously, such a form could be duplicated in quantity and used for different tests at different times.

TEST SCORING SCALE

Skill: Speaking Communication

Item: Ability to response to Question or direction

Class _____

Teacher _____

Date _____

Student	5 Immediate response, accurate and well constructed	4 Delayed response, accurate and well constructed OR immediate response but not entirely accurate	3 Delayed response, not entirely appropriate and/or not well constructed	2 Delayed response, not, or nearly not accurate, and not well constructed	1 Delayed response and/or not accurate and incomprehensible, or nearly so to a native speaker of target language	0 No response, or so incomprehensible as to be considered so
1. BAKER	✓					
2. BOSWELL		✓				
3. CHASTAIN			✓			
4.						
5.						

CHAPTER 7

Instructional Materials

PROFICIENCY IN COMMUNICATION SKILLS is now the primary goal of modern foreign language instruction. Speech habits are acquired most efficiently when the four language skills are developed in the following sequence: (1) understanding by ear, (2) speaking only what is understood, (3) reading, initially, only what is understood and spoken, and (4) writing only what is understood and spoken, as reinforcement of the other three skills. Only students who have acquired some proficiency in these four skills should undertake the formal analysis of grammar on the translation of a language into English, or vice versa. The development of these linguistic skills through the aural-oral approach emphasizes the use of new teaching methods and devices for providing students with a mastery of the skills.

The basic principles underlying the learning of a skill is student participation. The students' participation is not achieved under traditional teaching methodology. All instructional activities in language learning need to be made interesting by relating to reality. Proper techniques will be those which enable the student to make the correct response and not those which point out the errors in his answer. This multiple skill methodology places more emphasis on instruction stimuli.

Realia

In the teaching program there is need for language reality—a created setting which would approximate as closely as possible the circumstances under which the foreign language is spoken. Realia, which means real things, is one means of providing a setting which helps a student react to the foreign language quickly and automatically. It helps thinking in a new language. Realia refers to models, exhibits, jewelry, ornaments, clothing,

dolls (authentically dressed), utensils, tools, tableware, products, musical instruments, art objects, food and money. These tactile and three-dimensional aids contribute much to enliven classroom atmosphere and supply an element of limited realism. These materials should be used as an outgrowth of a sequence of experiences when they can make the greatest contribution to the lesson.

Realia may be secured in many different ways. Since World War II many children and their parents have traveled all over the world and have brought back many of these objects. Many city and county school systems have excellent audio-visual centers that provide realia.[1]

Audio-Visual Materials

The use of audio-visual materials, such as pictures, slides, filmstrips, and films serve as additional instructional stimuli to engage the student in language activity. Audio-visual materials can fulfill an important function in learning to speak a language. They add drama to the learning experience as well as facilitate the elimination of English from the classroom.

There are great possibilities in the use of audio-visual materials which are closely integrated with the auditory and written materials of the language course. Materials incorporating aspects of the target culture should be preferred over those depicting our culture. For example, the meaning of dialog is much more apparent if it is presented by means of a well-made film that places it in a living context. The objects are identified without need of teacher comment. The emotions, gestures, and reactions of the speakers and the appearance of houses, streets, farm vegetation, and the like are made clear to a degree impossible in any other way, short of journeying to the country.

Filmstrips, slides, and pictures, usable with an opaque projector or overhead projector, may be used in pattern drills to stimulate responses without the intervention of language, thus strengthening the direct bond between words and the things they represent. Charts, pictures, filmstrips, and realia may serve simply as cues; or motion pictures, filmstrips, slides, charts, and

[1] K. A. Mueller, "The Use of Realia Rooms in Language Training," California Journal of Secondary Education, XXXIV (January 1959), pp. 39-41.

other pictorial materials can be used advantageously when accompanied by appropriate narration in the language.

Two auditory aids found in most schools are the tape recorder and record player. A number of commercially made tapes are available for most foreign languages. The tape recorder is also useful for dramatizations, group conversations, and for narration and sound effects to accompany pupil-made films and slides. Recordings for use in the elementary school foreign language program are available with filmstrips. Usually, a long-playing 33⅓ rpm record furnishes the sound. Disc recording of folk songs and dances fit well into the cultural aspect of the language being taught.

Of the several media included in audio-visual materials, films are best used in situations where the emphasis is on action. Filmstrips, charts, posters, cue sheets, and realia have the advantage of allowing the teacher to manipulate the materials freely and thereby set the pace for learners.

Educational Television

The medium of television, with its inherent visual and audio potentials, should be a natural impulse of motivation in the teaching of foreign languages.

There are thousands of students from elementary through higher education taking advantage of this means of instruction.

As a modern tool in the teaching of languages, any planning intended to enrich classroom teaching must be initiated first by school administration and by those responsible for the curriculum.

Once this has been decided, the classroom teachers must plan carefully with the studio teacher, the producer, the graphics personnel and all of those people concerned with the transmission of the material.

Besides being a television presentation, a language program must qualify as a means to an end rather than an end in itself. By this, it is meant that once the presentation is over, the class-

room teacher must "follow-up" audio-visual presentation, otherwise the pedagogical intent would be lost.

Television presentations, as language lessons, must enrich and reinforce the language sequence already prepared by the instructor and not based on isolated information with which the students are not acquainted or on material not previously presented.

Since the classroom is the source for any instruction, all materials presented must coincide with language guides and courses of study to which the school system is already committed.

Sequence and continuity of the language program is essential to the fundamental approach of learning a foreign language, therefore, we must be aware of developing the cardinal principles of listening, understanding, speaking, reading and writing.

Language Laboratory

Language and its creative uses are still taught in the classroom by the classroom teacher. His standards, methods, and techniques will determine the quality and quantity of language learned by the student. As an aid for the teacher, a language laboratory is the best known instrument for increasing students' contact hours with the language.

A language laboratory is an area containing electronic and mechanical equipment designed and arranged to aid in the learning of a foreign language. Language laboratories should be installed and operated in a fashion that will fit into the school's plan of operation.

The language laboratory provides a source and a place to use auditory materials. The materials consist of record players, tape recorders, listening posts, and various kinds of language laboratory components. When used with good teaching practices, the language laboratory makes the teachers' efforts more effective and increases the students' achievement in the language.

The advantages of a language laboratory are many. Primarily they consist of:

1. Active participation of all students in a class, simultaneously, yet individually.

2. Listening posts enabling special instruction for accelerated students, absentees, make up, remedial, and students with special problems. Students may be given material tailored to their needs without placing an undue burden on the teacher.
3. Use of a variety of authentic native voices as consistent and untiring models for student practice.
4. Freeing the teacher from the tedious task of presenting repetitive drill material.
5. Offering a convenient facility for evaluating and correcting the performance of individual students without interrupting the work of others.
6. Facilities for providing group testing of the listening and speaking skills.
7. Provisions for special coordination of audio and visual materials in sequence or isolated presentations.
8. Assistance for teachers, who for various reasons do not have adequate control of the spoken language, to improve their own proficiency.

The language laboratory makes its greatest contribution as an integral part of a school program in which audio-lingual instruction forms the basis for the development of the language skills. The language laboratory will fail in its objective if (1) used only for enrichment, (2) expected to fulfill requirements other than helping develop and maintain the listening and speaking skills, (3) expected to teach the listening and speaking skills without the coordination or integration of classroom activities and materials, (4) teachers are expected to prepare their own basic instructional materials.[2]

The effectiveness of a language laboratory is dependent on its being correlated with the classroom lesson, both in terms of the materials used and the skill to be developed. This is accomplished by first arranging in detail the content of the assignments for the classroom, then using tapes for the laboratory that

[2] Joseph C. Hutchinson. *The Language Laboratory*. U. S. Department of Health, Education, and Welfare. Bulletin 1961, No. 23, pp. 8-9.

are based upon the dialogs, readings, and vocabulary or structural exercises that form a part of the classroom work.

The main function of the laboratory is to provide an opportunity for the student to overlearn what he has begun to assimilate while working in the classroom with the teacher. This means that the form and content of what he hears in the laboratory must have a direct relationship to what he hears, says, and writes in class. Unless the materials encountered in the laboratory are not the same as the work in the classroom, the opportunity for overlearning will not be realized. The length of an effective language laboratory period ordinarily should not exceed a maximum of twenty minutes at one time.

Monitoring of the language laboratory by the classroom teacher is essential to obtain the best results from this instructional aid. Students are better motivated and work at their maximum capacity if their own teacher is at the monitoring controls. There is a psychological advantage to the teacher monitor. The function of the teacher as an intellectual disciplinarian is important; it furnishes the same motivation to good performance as does his presence in regular class.

It must be remembered that the language laboratory does not teach a language but only provides an extension of those drills, exercises, dialogs, and skills which have been taught in the classroom.

Programed Material

The use of programed learning materials in teaching machines represents a potential contribution to American education. However, this can be a contribution only if some guide is devised to evaluate these materials and machines.

Teaching machines do not, in themselves, teach. The teaching is done by a program of instructional materials presented by the teaching machine. Evaluation of a teaching machine thus requires an assessment of the availability and quality of programs for each type of machine, as well as its mechanical dependability.

Program learning is not confined to machines. Some pro-

gramed texts are available but they do not develop the skills of listening and speaking.

The learning material which is placed in the machine is called a program. It breaks learning down to the extent that the learner progresses step by step in learning the new material. Programed materials are designed to adapt to individual differences by allowing each student to proceed at his own rate.

Differences in knowledge of foreign languages are met by providing exercises in phonology, structure, and vocabulary. These programs are especially helpful for advancing students who show an exceptional talent for languages. Self instructional programs can be adapted further to include programed material on the culture and ways of life, providing the student with a more complete knowledge of the language being studied.

At the present time a variety of programed material is available but not all programs fit all machines. Only those programs that fit a particular machine may be considered available for use with it. Although much of this material is still experimental, big publishing houses have been stimulated to provide programed materials. This stimulation has been brought about by pilot projects undertaken by material development centers and universities that are developing and testing programed material.

In evaluating the contents which a program professes to teach, the program should be examined to determine whether the end results are those which the teacher expects. Like other educational materials, programs labeled with the name of a particular subject matter vary with respect to content and instructional objectives.

Prior to large scale adoption of this type of material for an individual school, active experimentation with programed material is encouraged.[3]

[3] "A Statement of Teaching Machines," *Florida Education*, Vol 39, No. 3. Tallahassee, Florida, November 1961.

Addenda

Advanced Placement Program

The Advanced Placement Program as described in its own booklet ". . . is an activity of the College Entrance Examination Board which provides a workable way to strengthen American education. It is national, it encourages schools and colleges to work together effectively, it tends to eliminate waste of time and duplication of studies, and it stimulates students and teachers to higher achievement.

"The Program is offered in the specific interest of three groups: secondary school students who are capable of doing college-level work; secondary schools which are interested in giving such students the chance to work up to capacity; and colleges which welcome and reward their achievement."[1]

The Ideal

Let it be repeated that Advance Placement is college-level work done in the high school. This presumes then that the high school offers what Nelson Brooks chooses to call the standard course of four years with the fifth and sixth years for advanced work. These fifth and sixth years are for the interested and capable students who wish to move into more study and analysis of a second language and its literature. They have a satisfactory control of the skills of language after four years and wish to keep alive these skills and/or to continue to develop in depth their understanding of the second language and its culture. If the fifth and sixth year courses are set up in the high school to satisfy the second above-mentioned reason, they can very well be an Advanced Placement Program in Foreign Language.

[1] *Advanced Placement Program: Course Descriptions.* College Entrance Examination Board. 1962. p. 11.

The Reality

As secondary school language classes become progressively more audio-lingual, it becomes clearly evident that classroom time is most precious. Many successful teachers seriously question that the now available prescribed four-year programs can be completed in four years. In other words, even a good teacher has difficulty in teaching the complete standard program within four years. And, at this time, the majority of schools do not even offer a fourth year. Therefore, it appears that many developments should take effect before a desirable Advanced Placement Program can be arranged.

Classes in fourth, fifth, and even sixth year foreign language should be offered, and students encouraged to study them. The content of these courses and tests should be re-evaluated. At present they are heavily weighted in the direction of literature as opposed to language. It would seem wiser and more just for the student if the entire language program of Advance Placement would coordinate its suggested program with the philosophy, objectives, and practices of progressive secondary schools throughout the nation.

Professor Robert J. Nelson of the University of Pennsylvania makes an interesting proposal in an article of FRENCH REVIEW, May 1963, "The Relation of Language to Literature in the Advanced Placement Program." In general, he recommends more emphasis on the four skills and a part two of the test to be on literature. The latter would be optional. The grades on the two parts would indicate the type of college class the student could pursue—more language or literature.

Sincere concern for the secondary program was discussed at length at the 1964 Northeast Conference on the Teaching of Foreign Languages and its summary recommended, ". . . a planned sequence of four-skill development throughout a program comprising at least four years of study, preferably six. While such a recommendation may seem obvious, there exists a strong tendency to neglect or even abandon the audio-lingual skills, even after good beginnings have been made. This tendency toward premature extensive reading and premature concern

with literary studies, fostered by various pressures, undermines, rather than strengthens, the ideal secondary school program. When it is possible to state that the entire secondary school program is clearly and unambiguously dedicated to the planned development of listening comprehension, speaking, reading, and writing *without the kind of disproportionate emphasis on any one skill which operates to the detriment of the others,* a kind of ideal program will be in operation which will produce a high level of proficiency in interpersonal communication and intercultural performance on the contemporary scene, while at the same time furnishing the essential prerequisites for the subsequent more efficient and effective achievement of humanistic aims."[2]

College Board Achievement Tests

The College Board Achievement Tests have attained a position of influence in secondary education all out of proportion to their original purpose. The intent was not, and still is not, to evaluate the instruction in any given school, but to evaluate students from a wide variety of schools. Too many times school officials have interpreted the College Entrance Examination Board Scores (CEEB) as sole indicators of the value of a program or a teacher. In their own publication, COLLEGE BOARD SCORES, THEIR USE AND INTERPRETATION, this position is clearly explained. This would seem to make the official position of the CEEB clear enough, and it should be repeated as often as possible to school personnel responsible for decisions about curricula.

It is also true that high school teachers and administrators tend to attach more importance to individual achievement test scores than college admissions officers do. Achievement test scores are just one, and by no means the most important, of the criteria reviewed by the college admissions department while deciding on the acceptance or rejection of a candidate.[3]

Honest evaluation of the foreign language CEEB will prove that there is no balance of types of questions revealing the stu-

[2] *Foreign Language Teaching: Ideals and Practices,* 1964 Northeast Conference on the Teaching of Foreign Languages.
[3] *Foreign Language Teaching: Ideals and Practices.* 1964 Northeast Conference on the Teaching of Foreign Languages.

dent's knowledge of the listening, speaking, reading, and writing skills. Only one, reading, is tested. It is true that there is an optional listening comprehension test, but that it has remained optional indicates that it is not yet regarded as essential. Even the Situation Question where the student is asked to select one from several remarks most likely to be made in connection with a described situation obviously does not test speaking. It tests reading! Since all the questions are multiple-choice, the student's ability to write is not tested.

The College Board officials often state that they do not wish to influence the secondary school curriculum. Nevertheless they do, and just as long as their tests continue to test reading alone, some school officials will never understand that the implications in the total picture of national and international relations demand knowledge of the four skills of a language, and that classroom procedures change faster than and move in advance of testing procedures.

All language teachers have agreed for some time that the development of four skills is the only pedagogically justifiable goal for secondary school foreign language programs and it is regrettable that CEEB has not yet accepted and reflected this in its testing program.

There should be no compromising of one's convictions in order to prepare any student for any test. In conclusion, it is well to take note of a quotation from a booklet issued by the CEEB. "Conscientious teachers can do only one thing with their students' time; they can use it as efficiently as possible. 'Preparing' students for a test, any test, can hardly be considered a valid objective for any high school course. To teach as much language as possible, in the best possible way, must be the only ethical answer to the question."

English As a Second Language

One of the newer developments in public school curriculums is the recognition that English taught to pupils for whom English is not the native language demands its own particular consideration and a program distinct from that of English as taught to pupils for whom English is the native language.

The concentration of ethnic groups in various geographic areas has occurred over and over again in the history of the United States. Repeated even many more times have been the heartaches, misunderstandings, discriminations, and complete maladjustments in these areas, all of which were due to lack of understanding between the two language groups involved.

Florida has become a concentration point for Spanish speakers. To meet their impact upon society and to help create the best environment for all concerned, public education must meet the challenge and prepare a program whereby these pupils, for whom English is a second language, have an opportunity to learn English by professionally proven materials and audio-lingual procedures. As their skills of listening, comprehending, speaking, reading, and writing improve, the students will be able to move into the regular classroom of any given subject. It must be obvious to the most casual observer that if an individual does not communicate in any specific language, and is placed in a class in which this language is the medium, he will experience failure, not to mention a breakdown in his morale and that of the teacher.

Guidance and direction can be obtained by addressing inquiries to the Language Development Section of the United States Office of Education.

Latin

The emphasis placed on modern foreign languages in no way diminishes the value of Latin for the modern world, but in contrast with a modern language, there is a radical difference in its nature. Although there is general agreement that the study of Latin should be part of the "other-language" experience, it cannot profitably be begun as early as that of a contemporary language. Where both modern foreign language and Latin are available, the contemporary language should be started early, certainly not later than at the beginning of junior high school. A good Latin course can later be pursued as a second language by those with proven interest and ability.

The case for Latin is stronger if it is not put on a basis of learning English vocabulary or structure. Latin should be studied for

what it is, linguistically and culturally. However, the study of Latin does clarify many points of English grammar and, through the study of derivatives, increases English vocabulary.

In the study of Latin we should consider the following objectives:

1. To read classical authors in the original with comprehension and appreciation.
2. To express the thought of the original classical text in correspondingly good English. (This goes far beyond literal translation.)
3. To acquire a knowledge of the word stems and patterns which are the bases of a large part of the English language.
4. To acquire an understanding of Roman civilization and its contributions to the modern world.

Neglected Languages

It should be of great concern to this nation that the reservoir of people who can communicate effectively in "neglected" foreign languages is extremely low. The term "neglected" is understood to include all major languages of the world except English, French, German, Italian, Russian, and Spanish. Statistics show that three out of every four persons on earth speak natively a language other than these six.

The study of languages which have been little taught in the United States, but which are gaining importance as a result of changing world conditions, is being encouraged by universities and special programs under the direction of the U. S. Office of Education. The citizens of the United States must possess the ability to communicate effectively in order to participate successfully in today's world. Technology has made the world into one physical entity but the languages, institutions, behavior patterns and cultural values remain as diverse as always and even more strikingly different by their very proximity. With 460 million native speakers of Mandarin, 95 million of Japanese, 80 million of Arabic, 75 of Portuguese, 65 of Hindi, 46 of Cantonese,[4]

[4] Vogelin, C. F. and Florence M. Voegelin, editors. "Languages of the World Now Spoken by Over a Million Speakers. *Anthropolgical Linguistics*, 3: 13-22. November 1961.

and *ad infinitum* more of other languages, public education must accept the challenge and seek out every opportunity to offer "neglected languages."

"It has been proposed that every metropolitan school district with more than 4,000 or 5,000 students in Grades 9 through 12 should start getting ready to offer one of these languages (or even a more 'exotic' language) in the next two or three years.[5]

Portuguese and Italian

Portuguese should rightfully receive its share of emphasis here in the state where there is so much interchange between the neighbors to the south and Floridians. Florida is a natural spot for the development of programs in Portuguese. The general attitude toward foreign speakers is good. A sister language, Spanish, is already well accepted, and the public is interested. Brazil, politically and culturally, demands and should receive her fair share of attention, and not until the average man can communicate in Portuguese can he understand that culture. Special programs and scholarships at the universities across the nation are being offered to encourage study and mastery of that language. Therefore, it would be well for Florida schools to encourage teacher proficiency in Portuguese so that such a course can be offered in many of the secondary schools.

Italian is another language which is spoken by a considerable population in Florida and throughout our country.

Besides its practical use, Italian holds a particular place in the classics as well as in general culture.

Lately, there has been a definite emphasis in Language Institutes that offer Italian for preparation of teachers at the secondary level.

It is of great importance that we cultivate interest in the teachers of Italian and motivate our students to pursue the study into higher education in order that well-trained teachers be perpared to teach in our public schools.

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[5] D. Lee Hamilton, "Modern Foreign Languages and NDEA, Title VI," *Higher Education*. U. S. Dept. of Health, Education, and Welfare, Office of Education, July 1963.

Spanish For Spanish-Speaking Students

The presence in the schools of large numbers of students for whom Spanish is the native language has demanded the development of a new language program to satisfy their particular needs. Their need to strengthen their knowledge in their own language is completely different from that of the children whose native language is English. Forcing the two groups of students into one class and labeling it SPANISH will create problems and waste time for students and teacher. Many such students are able to communicate orally in Spanish but are unable to read or write Spanish. For numerous and varied reasons these young people find themselves in the unique position of having to learn English and needing to learn to read and write Spanish.

The student's age can be no guide as to his level of proficiency in any skill of his native language. Teacher observation and tests are most valuable in establishing the course content. Language teachers who are fluent in Spanish and experienced in the scope and sequence of recognized programs in Latin American countries can give the most worthwhile guidance for development of a curriculum.

Choice of texts is very important. A text of Spanish prepared for students whose native language is English is completely unsatisfactory. For one thing, grammatical terminology is different. Another, the modern texts of foreign language are aimed primarily to teach very elementary speech patterns already known by youngsters whose native language is Spanish. These facts practically limit the supply of texts to those published in Spanish-speaking countries.

The teacher of Spanish to Spanish speaking students ideally should be a native speaker of Spanish. So many shades of differences and interpretations, and so much slang exist among the students, that a skilled teacher must be in charge in order to guide, direct, and clarify the language native to them all.

The Twentieth Century citizen is a member of a world community. Educators have a responsibility to that community and to the children directly in their charge to nurture and develop any and all skills found in these children. It is a great loss to the

individual and to the society in which he lives if this expansive horizon of his heritage is never revealed, and he never fully realizes his potential of being a bilingual citizen.

Which Foreign Language to Study

The study of foreign languages limited to Western Europe is no longer satisfactory for the demands of our national life. The time is fast approaching when the world community in which the United States participates will require the educated American to be able to communicate in more than one foreign language. The languages of the world now spoken by over a million persons each are listed in the Appendix. Since it is not possible for the student to predict which of the major languages of the world he will need for his career, he will make his choice after seriously considering various factors.

The elementary child seldom has the opportunity to make a choice. One language in a FLES program is the standard arrangement. This language is generally offered on the basis of availability of trained teachers, the secondary program, and the interests of the community. There undoubtedly would be a great advantage in starting a FLES program in an uncommon language since the very young learn with such ease.

The secondary student will generally choose to continue the foreign language he began in elementary school. No matter what stage of language learning he is in, or whether he is studying his first or second foreign language, the exact language chosen will depend upon school offerings, family interest, community background, vocational plans, and other interests.

There is absolutely no evidence that one language is preferable to another in providing a basis for learning a second foreign language. Any one language learned will facilitate the learning of another language. The student will gain some control of a particular language as well as acquire language-learning skills and techniques.

Before selecting any modern foreign language, the student should have the assurance that (1) the language is taught in a listening-speaking-reading-writing sequence; (2) the sequence

of study will run at least three years; and (3) the language he plans to continue in college will be a part of his twelfth grade program.[6]

Glossary

Advanced Placement Program. A program undertaken by interested high schools in which college-level courses are offered. The Program prepares examinations for these courses, and many colleges grant credit and advanced placement of the successful students. Inquiries should be addressed to the Advanced Placement Program, College Entrance Examination Board, 475 Riverside Drive, New York 27, New York.

The Army Method. A system designed to permit the learner to gain an active knowledge of much foreign language within a short time. Teaching was by a team: a native speaker who drilled and an analyst who explained through drills.

Audiolingual. A term proposed by Nelson Brooks to refer clearly to listening and speaking skills and to teaching designed for producing these skills. This approach does not exclude reading and writing from the course.

Audio-visual. Listening and seeing skills; aids that provide for development of these skills (discs, pictures, maps, films, etc.).

Bilingual. One who has equal command of two languages.

Culture. Artistic and intellectual achievements; beliefs and behavior of a language group.

Direct Method. In Webster's New International Dictionary—A method of teaching a foreign language, especially a modern language, through conversation, discussion, and reading in the language itself without the use of the pupil's language, without translations and without the study of formal grammar.

FLES. Foreign Language in Elementary Schools (rhymes with DRESS).

Linguistics. A systematic study of languages in various dimensions: structurally or descriptively, geographically, histori-

[6] Ilo Remer. *A Handbook for Guiding Students in Modern Foreign Languages,* p. 15.

cally and prehistorically, ontogenetically, *i.e.*, as it develops in the individual and comparatively.[7] Linguistics helps us understand WHAT we must teach—the system of the foreign language, not just the item, and, within the system, the pattern or patterns into which the item may fit.

Meaning. Words do not have any special significance in themselves. They stand for ideas, relationships, ideals. "Meaning" is an insight beyond the symbolism of words.

MLA: Modern Language Association.

Multiple-Skills. Improved, modern interpretation of aural-oral/audio-lingual methods used in the teaching of languages. It explains that the "new method" teaches all the fundamental skills.

NDEA. National Defense Education Act, passed in 1958.

NASSP. National Association of Secondary School Principals.

Pattern practice. Drills, usually oral, by which patterns of sound, order, form are taught. They have only minute and consistent differences. It makes lengthy grammar explanation unnecessary.

Programed Learning. Any planned course of study whereby the material is presented in small amounts, steps, that must be learned in sequence, and that give the student immediate confirmation of his correct answer and correction of any error.

Reading. (1) Recognition of speech symbols as graphic signs on a printed page. (2) Reading for meaning with a minimum intervention of English.

Reinforcement. Anything that strengthens a correct statement and makes highly probable the repetition of that correct statement.

Structure. The various elements of the grammar considered in terms of their functions and relationships.

Target language. A second language that is being learned.

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[7] Robert Lado. "Linguistics and Foreign Language Teaching." *Language Learning*, Special Issue No. 2, March 1961.

Teaching machine. Any device that mechanically handles programed materials that a student can operate himself. This does not mean a complicated machine. The most important element is the program content itself.

Vocabulary. "The least characteristic feature of a language is its vocabulary; this is why vocabulary items are so easily borrowed by one language from another, whereas sound patterns or syntax patterns are not transferable. The learner's task is first of all to deal with sound, order, and form, using only a minimum of vocabulary." (Nelson Brooks, p. 224.)

Writing. "The English word 'write' has two meanings. It means to spell, in the sense of making the proper choice of letters in the proper sequence in response to both oral and written stimuli. It also means to put down on paper what one wishes to express, using a style and a vocabulary appropriate to the material or the occasion—informal or formal, literary or technical. It is the second kind of writing, writing as expression, that must be one of the long-range objectives of any modern language program. It should be obvious, however, that one can hope to attain this objective only by proceeding deliberately through a series of steps which lead toward the ultimate goal."[8]

Some Principal Languages of the World

Afrikaans (South Africa)	4
Amharic (Ethiopia)	8
Arabic	89
Bengal (1) (India Pakistan)	89
Cantonese (China)	45
English	301
French	72
German	120
Hindi	171

[8] *Northeast Conference on the Teaching of Foreign Languages,* 1963. "Language Learning: The Intermediate Phase." Wm. F. Bottiglia, ed.

Japanese	100
Malay-Indonesian	75
Mandarin (China)	530
Portuguese	88
Russian (Great Russian only)	176
Siamese	23
Spanish	166
Urdu (1) (Pakistan, India)	55
Vietnamese	28

(Figures indicate the number of millions of people who speak the language.)

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